

VOLUME XVI

No. 5

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Seroi



JANUARY, 1936



PREMIER MINISTER TO TEACHERS

IT IS with pleasure that I respond to the invitation to convey through *The A.T.A. Magazine* my greetings to the teachers of Alberta.

The disabilities under which our economic system has been struggling in recent years have in many ways adversely affected education and educational activities. Sacrifices have been made, and progress has been impeded. Education in many parts of the Province has been conducted under very unfavorable conditions. Our teachers have been called upon to carry a large share of the burden imposed by these conditions. For the most part they have done so courageously, giving service to the best of their ability, remaining loyal to their profession and the trust reposed in them by the people of the Province.

We go forward now with a strong determination to bring about a betterment of conditions. Changes in the educational system are recognized as necessary in the interests of all concerned. Our problem now is to bring about those changes in such a way as to obtain the maximum co-operation from all those whose efforts are being devoted to the cause of education. I am confident that we can count upon the teachers for their whole-hearted co-operation.

And so I wish you all a Happy New Year, and one to be remembered as a year of outstanding achievements in the field of education.

—WM. ABERHART.

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The A.T.A. Magazine

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION
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VOL. XVI

JANUARY, 1936

No. 5

Editorial

A HAPPY NEW YEAR!

What makes a good life?

The glow of sound health and bodily vigor.

The full enjoyment of the mind at leisure, in wide reading, high thinking and intelligent conversation.

The joy of planting trees, seeds and roots of the earth, of watching their growth and blossoming, and of giving a bouquet of flowers where it will do most good.

The abiding comfort of having work to do, and of doing it well.

The quiet understanding which enables us to like and to cherish the human creatures with whom we must live.

The assurance of a little more than bare subsistence, so that we must not always deny ourselves a good book, a fine movie-show, a new rosebush or a film for the camera.

To all who have these and are battling to maintain them, as well as to the thousands who today are deprived of them

All Joy and Prosperity in 1936!

* * * *

GET BEHIND THE LARGER UNIT!

AGAIN the matter of a larger unit of administration for educational purposes is before the people of the Province, and from present indications it is the intention of the Government to introduce a Bill during the next session of the Legislature providing for the rural school districts throughout the Province to include approximately 80 to 90 schools. It is proposed that the new school boards will be composed of five members elected by the electors of proposed districts, their powers being analagous to those enjoyed to-day by the boards of trustees in city and town municipalities. Each would have a permanent adviser known as a superintendent or inspector, whose duty it would be to furnish educational leadership, assist teachers and see that the educational unit gets the best possible value for its

money. It would have power to move school buildings, operate or close schools, arrange for the conveyance of children, engage or place teachers, etc. It would make provision for secondary education and would expend money received on requisition from the municipal authorities.

It is proposed that the number of administrative units of this kind throughout the Province would be approximately 45. The body now known as a school district would have some of its present powers curtailed and passed on to the larger authority, and would have certain discretionary powers in arranging for extra services which might be required locally beyond the minimum provided by the larger board. It is presumed also that the local board would be granted power to choose their teacher, but the larger school board would be required formally to make the appointment or sanction the dismissal of the teacher.

The Government pamphlet states that the legislation to be enacted will safeguard the interests of minorities in all such matters as separate schools, religious instruction, language, etc.

We are not yet advised as to just how and by whom the superintendents will be engaged and paid, nor of the powers which will be granted to the larger unit boards with respect to control over the supervising officer—whether this supervising officer will be directly responsible to the Department as are the present inspectors of the inspectorates, or responsible to the school board as is the case with the superintendents of schools in the larger cities.

* * * *

IT seems somewhat superfluous for us at this time, after years of advocacy, to set forth the merits or demerits of the proposed new scheme. Suffice it to say, however, that the A.T.A. since its inception has persistently urged that a larger unit of administration is absolutely essential as a first step in any progress in educational reform in the Province. We have set forth arguments from time to time that tend to prove the present set-up of the administrative machine in Alberta is obsolete in modern society, that it has broken down as is evidenced by:

- (a) the closing of some schools and the reduction in the school year of many others;
- (b) the sweat-labor remuneration of many teachers in rural areas;
- (c) the increasing number of rural schools dependent entirely upon government grants to keep them open;
- (d) the accumulating arrears of salary due to teachers who are working for remuneration less than the amount paid to non-working unemployed on relief.

We quote the paragraph headings of the pamphlet:

1. The needs of rural communities are not adequately served (now);
2. The spread in rural assessment is too great;
3. The conditions of employment for rural teachers are not uniform;
4. The small unit is not efficient;
5. The small unit is not economical;
6. Educational opportunity in rural schools is not equal to that in urban schools;

7. We need diversified education, but we cannot provide it;
8. If we equalize the costs we must equalize the service;
9. Almost all our problems in rural education are produced by the small unit.

* * * *

THE present Government has an advantage over the previous Government when the so-called *Baker Bills* were interred owing largely to unfortunate and unpopular details in the Bills themselves, and the fact that the then administration seemed disinclined to ignore uninformed but vociferous opponents to real educational reform. There has since been some experimentation with the larger unit of administration in the Turner Valley and Berry Creek areas and indisputable evidence can now be established as a result of actual experience that the larger unit will work; that it is sound from the standpoint of more economical operation; that the area served by the larger unit gives a superior type of accommodation and education for the pupils; and that, once established, the larger unit is acceptable to the citizens of the area and of great assistance to the pupils attending the schools.

In the absence of the definite provisions of the Bill we can only repeat what was said in this regard when the proposal for larger units was introduced years ago:

"The possibilities of a really great advance, the most forward step that has yet been taken by any province in Canada along the line of administrative reform in education, is on the eve of fulfilment. The A.T.A. and others interested in the welfare of education and the child are buoyed with hope and confidence. The grand opportunity and appropriate moment are right here and now, they are coincident; therefore no spirit of uninformed criticism, sectional jealousies or wanton 'throwing of a monkey-wrench into the cogs' should mar the chances of success and the putting into effect of a scheme as comprehensive and thorough as the situation calls for. One thing, however, may always be taken for granted: the school is so close to the hearts and minds of the people of Canada and Alberta especially, that any suggested radical change will be viewed with suspicion and prejudice. The pioneers, the parents, the children, the electors (once its pupils), the community, have so grown to look upon the school and its activities almost as part and parcel of themselves—the subject of mealtime conversation, the local cockpit, the social center, dance room, lecture hall, concert hall, church room—that naturally the thought of 'our own' school being an 'insignificant' unit in a provincial system of education, (its essential and cardinal purpose and function) can hardly be grasped. Any intention therefore, of involving the local schools in a provincial scheme of reform can hardly be expected to be received but with many murmurs of dissent and disapproval. Every agency that can be induced to co-operate is challenged to work and educate the public in the name of education and the children."

EXAMPLE IS BETTER THAN PRECEPT

IN reference to the Berry Creek experiment where 67 school districts were amalgamated and operated under an official trustee, the cost of operating for the whole year ending June 30, 1934, was in the vicinity of \$25,000, according to the pamphlet published by the Department of Education—*What is and What Might be in Rural Education in Alberta*. This figure for the whole year is but slightly more than it cost the whole 67 individual school districts to operate for the spring term of 1933. In other words, there was a direct saving on operation alone as a result of organizing a larger unit, of approximately 40%. Undoubtedly this is a splendid achievement and furnishes one of the strongest arguments for the establishment generally throughout the Province of the larger unit of administration for educational purposes—**It Would Save Much Money**. If Berry Creek can save 40% on operation, surely any other unit properly administered could do likewise without being under the necessity of lowering the salary of teachers. The Official Trustee claims that the salaries paid to teachers are well in line, if not slightly higher, than the salaries paid to teachers in school districts adjacent to the Berry Creek area, and we believe investigation would prove this to be correct.

* * * *

NEVERTHELESS we are shocked at one revelation—in spite of the boast that the districts in the Berry Creek area have been saved a considerable sum of money, the fact remains that teachers employed by the Official Trustee were serving under contracts for approximately \$700 per annum, which is \$140 per annum lower than the Statutory Minimum Salary provided for in *The School Act*. Surely it could reasonably be expected that while the officials were in a position to boast that a great saving had been made (approximately 40% on operation) and, in consequence, the 67 amalgamated districts were in a much sounder financial position, there should have been no call for paying the teachers less than the Statutory Minimum Salary. Again, surely teachers

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should be entitled to expect in a Government-run institution that the Government-enacted Minimum Salary would be contracted for between the Government representative and the teachers. Besides this, surely the electors, if consulted at all, would have been well content to save just a little less and pay a matter of \$140 more to each teacher, costing the Berry Creek District approximately $\$140 \times 23$ (the number of teachers engaged.) Thus they would have spent a little over \$3,200 more money in salaries and even then have saved 30% in operation costs. The Department also would have been able to boast of saving the taxpayers 30% and at the same time experience the satisfaction of saving the Statutory Minimum Salary of \$840 per annum in their experimental district—30% to the pockets of the taxpayers and 10% to the teachers.

A CORRECTION

IT has been brought to our attention that in the September number of *The A. T. A. Magazine* in the report of the Annual Convention of the Canadian Teachers' Federation, it was stated that "The greatest accomplishment reported for the year was in Saskatchewan, where the status of the teaching profession was materially raised by a law establishing statutory membership, i.e., unless by written request to the Department of Education, teachers automatically become members of the Saskatchewan Teachers' Federation." As a matter of fact the words "unless by written request to the Department of Education" should not have been there, because under the Saskatchewan Act **no provision whatsoever is made for teachers writing themselves out whether by written request to the Department of Education or otherwise.**

Teacher Becomes Mr. Speaker



N. E. TANNER, M.L.A.

THE new Legislature has a sprinkling of teachers and ex-teachers amongst its personnel. True, the previous Legislature was not void of teacher representation; almost every section of the House had its quota of teachers and ex-teachers. Several of them were in active service while they bore the title M.L.A., and this fact reflected itself in their attitude towards educational legislation. The teaching profession recalls with pride the prominent contributions

made to the debates by our beloved and lamented C. Lionel Gibbs (Labor), C. A. Ronning (U.F.A.), Hector Lang (Liberal), I. Goreski (U.F.A.), A. G. Andrews (U.F.A.), P. Miskew (Liberal).

The ex-teachers seemed naturally to dispose of themselves in categories: (1) straight ex, or (2) past-ex—

(1) Those, like A. G. Andrews and amiable Hector Lang who, although removed by years from the classroom lost not their early love and retained in undimmed memory the trials and tribulations of the classroom and the needs of the handicapped pupils and teachers, particularly in the rural schools;

(2) Those who just "used to be" teachers.

We rest content in the belief that the new teacher members are not yet sufficiently far removed from their recent labors to be labelled ex-teachers, and that they will never

aspire to the distinction (?) of being regarded as past-ex-teachers. Amongst these is the new Mr. Speaker-to-be, Nathan Eldon Tanner who came to the Legislature direct from the classroom at Cardston. It is not the first time the incumbent of the Speaker's Chair of Alberta has been a teacher, for his predecessor also, Speaker Johnston, did his early experimental work on "Rules of Order and their Imposition" amongst the young irrepressibles in the classroom.

Those who know Mr. Tanner intimately are confident that a splendid choice has been made by the Government and that he will maintain adequately the traditional dignity and responsibilities of his important office. We are proud that a teacher has once again been raised to the eminence, Mr. Speaker, and we voice the hearty congratulations extended to him by Alberta teachers everywhere.

Mr. Tanner is a man with strong personality, reserved and unassuming; he never speaks until it is absolutely necessary and then with considerable effect. He is a good organizer, has a fine head for business and enjoys the happy faculty of winning popularity without seeking it, while yet respect maintains the ascendancy over popularity.

Nathan Eldon Tanner was born in Salt Lake City, Utah, in 1898, but his mother brought him back to her home in Alberta before the present Mr. Speaker learned to speak. He was two months old when he made the big trek to Canada. His public and high school training was taken in Cardston. He graduated from Calgary Normal School in 1918 and since graduation has, but for a very short break, taught continuously. Mr. Tanner is the type of man whose services a school board seeks to retain and he served but two school boards during his experience—Hill Spring, as Principal, (1919-1926) teaching the high school grades; and since 1928 he has been employed by the Cardston School Board, being Principal of the Public School until June 30th last. He has been prominent in church work for a number of years and is now Bishop of the Cardston Ward of the Church of Jesus Christ of Latter Day Saints.

A Message from the President of the Canadian Teachers' Federation

Dear Fellow Teachers:

In regard to the membership of the C. T. F., you perhaps know that of the 70,000 teachers in the Dominion in 1934-35, some 30,000 belonged to the affiliated Provincial Organizations, and hence were members of the Canadian Teachers' Federation. One Province, Saskatchewan, has the honor of being the first to obtain by statutory enactment 100% membership of its teaching body. Other Provinces are working towards that object. To correct an impression that is abroad in certain quarters, may I emphasize the fact that membership in the C.T.F. is open to every active Canadian certified teacher, irrespective of creed or tongue.

Since its organization, the C.T.F. has endeavored to improve the professional and economic status of teachers, and to arouse the general public from its apathy toward educational affairs. Conditions during the past few years have complicated the difficulties, and although gains have been made in some localities, more and more the fact is being borne upon me that improved status will come only as a reward of improved objects and methods of instruction, of wider outlook, of broader interest in education, and of more organized professional activity. Citizens listen more or less politely to discussions of teachers' salaries and teachers' status; taxpayers look with little favor on schemes which may increase their yearly payments or decrease their influence; but parents, generally, are interested in projects which concern their child directly. Are the members of the Canadian Teachers' Federation overlooking to a certain extent the wide problem of education in their concentration on the narrower problem of the teaching profession?

The problem of a child's intellectual development, his character formation, and the growth of his power of deduction and judgment; the stimulation and training of his artistic, musical, and literary abilities; the kindling of his interest, imagination and enthusiasm; the creating of an intelligent awareness of social conditions, as well as of the economic and industrial life of Canada; the development of an international outlook; the maintaining of a proper balance between liberty and discipline; and teaching always with a happy enthusiasm; these are the problems which confront every teacher in every Canadian classroom from Grade I to Grade XII from the Atlantic Coast to the Pacific. These are matters, graduated as they must be according to the capacity of the child, which no teacher dares leave untouched. In the classroom the day of teaching textbooks has gone; the more difficult instruction in living has taken its place, with books only as a means to an end. Educational discoveries like medical discoveries have no municipal, provincial and national boundaries, and for that reason the Canadian Teachers' Federation is endeavoring to provide a means of exchange and dissemination of ideas and discover-

ies from one part of Canada to another. Conferences, a Research Bureau, and a Publicity Bureau are means to this end. Unfortunately the wheels of the machinery for this exchange are turning but slowly, for we teachers, ensconced in our individual work, have either not been much interested in what other schools and other Provinces are attempting, or because of the press of work have failed to realize that others are achieving results of which we have not even begun to dream.

Hand in hand with better means of teaching living, must march a higher professional standard. Improved training for teaching—improved professional training is a crying need in many parts of the Dominion. How much better that teachers should demand more thorough and more practical instruction than that the public should grumble, and not without reason, about the quality of teaching in some of its schools. Though at present academic qualifications of teachers are higher than in the past, with, it is estimated 9,000 teachers unemployed in Canada, surely the time has come to require for entrance to training colleges even higher academic standing, and a period of probation under competent observation. Improvement of practical training, higher academic requirements, and a selection of candidates, have placed the medical and legal professions today in a position they were far from occupying a century ago.

The Need To-day

During the last decade, world conditions—the economic disaster, the lack of confidence in established systems of government, the starvation in the midst of plenty, the greed in the face of suffering—have caused thoughtful people to realize that our people must be trained to look upon the world and upon their fellow men in a manner different from that of the past generations. The safeguard of democracy is education; its danger, propaganda. Are present-day teachers ready and fitted to assume the task humanity and civilization present? The manner in which they face this added responsibility will be a determining factor in elevating or depressing their position in the eyes of the public. To-day we must educate for living, we must train for citizenship—not citizenship of a Municipality and of a Province only, but citizenship of the Dominion, yes, and of the world. To turn the eyes of a quarter of the population of Canada—the teachers and pupils—beyond local boundaries is an object of the Canadian Teachers' Federation, and if it accomplishes that aim every outlay for the C.T.F. is money well spent.

Finance

Modern aims in teaching and an improved professional status are bound inextricably with the question of financing schools. Some three and a half per cent of public money is spent in maintaining the teachers and educating the children of Canada. With that public money are equal



MISS JESSIE M. NORRIS,
Montreal, Que.
President, Canadian Teachers' Federation

educational opportunities being provided for all children?

Equal Opportunities for All

Have the children in remote country districts and in crowded urban centres the same educational facilities as those in more favored localities? Is the child of outstanding ability being taught with the same amount of care as the handicapped child? Are libraries, household science facilities, playground equipment, art and music supplies, and provision for the manual skills adequate in all localities? We know that in small school municipalities low rates of assessment and taxation short-sighted school boards, and agricultural distress, all contribute to a paucity of educational equipment. In densely populated areas over-crowded classrooms, under-nourished boys and girls, and delinquent children present a different problem. Despite the earnestness and self-sacrifice of teachers in many such districts, the school can hardly be considered adequate for present-day needs. As has been said, it is not fair that in any municipality only ox-cart means of education are available in an age of automobile and radio communication. The proper financing and administration of schools concern teachers as well as parents. This question of equal educational opportunities for all Canadian children the Canadian Teachers' Federation is preparing to study this coming winter, and to discuss at its next summer's Conference.

Why the C. T. F.?

In these days of difficult financing it is easy to understand the question that thoughtless teachers ask, "Why is such-and-such a sum paid to the Canadian Teachers' Federation? We could use that amount to advantage in our own Provincial Organization." I have tried, however, to point out some of the problems that face the C. T. F., and that it is endeavoring to meet through its Conference, Research

Bureau, Publicity, and Education Week. It is not difficult to find weaknesses in a large organization, particularly in one whose territory covers hundreds of thousands of square miles, and healthy criticism, like pruning, stimulates growth in a desired direction. I shall be glad to receive suggestions regarding the C. T. F., its fields of effort, methods, improved organization, and other matters from any teacher, local association, or provincial body. May I remind you that the strength of an organization is the loyalty, effort and achievement of each of its members, and on each one rests the responsibility of its success. Your Executive Committee and your President are depending upon your interest and your support.

With best wishes for the realization of your aims during the coming school session, I am

Very sincerely yours,

JESSIE M. NORRIS,

President.

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A.T.A. Executive Meeting at Calgary

The Executive held its winter meeting at the York Hotel, Calgary, on Dec. 30 and 31. As usual, the agenda was heavy, necessitating three sessions on Monday and one on Tuesday morning. The ranks of the Executive were filled by the elevation of Mr. E. C. Ansley of Medicine Hat to the Vice-Presidency and the introduction of Mr. H. W. Bryant of Drumheller as S.E. Representative. A number of out-of-town teachers attended one or more sessions and assisted in the discussions.

There is always plenty of grist in the routine reports. It pleased us all to note that A.T.A. membership continues to climb in spite of adverse conditions. The early snows have disrupted the usual membership drive and prevented some good district locals from getting under way; but the new method of fee collections established under the *Teaching Profession Act* is evidently beginning to show results, and the Association (how hard it is to suppress the word "Alliance"!) continues to grow.

Law Cases are, from an old-timer's point of view, at a low ebb. So demoralized, apparently, are the finances of very many rural school boards, that it is simply "throwing good money after bad" to enter suit against them even for large and long-due arrears of teachers' salary. None know better than the General Secretary and the Executive members how deplorable is the plight of hundreds of our teachers with bills unpaid, obligations defaulted and even personal clothing dilapidated. But the remedy lies no longer in litigation. The way out, alike for teachers and communities, lies in a modern administrative system and a drastic rehabilitation of provincial finances.

It is of interest to note that the Executive authorized our solicitor to enter defence on behalf of a school board against an action brought by a teacher. The story is too involved even to outline; but it hinges on the long established fact that the A.T.A. stands for mutual and not just unilateral fairness and honesty in the making and fulfilment of teaching contracts. The teacher complainant is not an A.T.A. member.

The Executive was gratified to know that changes within the past year at the Legislative and Administrative headquarters have been reflected in a greater spirit of co-operation and accommodation towards the teachers' organization. The fulness of time brings many things to pass; and the modern constitution of society demands a frank recognition of powerful and progressive bodies like the A.T.A. That such frank recognition is forthcoming is another sign of better times in store. The Executive by resolution sent its greetings and appreciation to the Department of Education.

Amending The Teaching Profession Act. The next move, as the intelligent spectator has foreseen, is towards 100 per cent membership by law. There is as much difference (from the standpoint of the safety and welfare of society) between good and bad teaching practice as there is between good and bad medical, legal, dental or optical practice. If compulsory registration and professional compliance are valid implements for making doctors and lawyers more efficient and public-spirited and ethical in the pursuit of their calling, they are equally valid for the teaching profession. And the teachers, by general plebiscite over the province, have given a 96 per cent vote in favor of this compulsory membership.

Somewhat anomalous (in the proposed amendments) is the status of the teacher-training personnel of our Normal Schools and School of Education. These teachers

par excellence are to remain "eligible" to enroll in their own profession. It is reported that when Great Britain in 1916 exempted Ireland from *The Conscription Act*, Patsy O'Higgins of Ballymony shook his fist and cried: "Another injustice to poor Ould Oireland!"—Who knows? Possibly these comrades of ours, many of whom we have remembered with respect and goodwill since our first plunge into pedagogy, will show a like spirit and insist upon being read into the Act.

The Larger Unit: As a pleasant surprise to most of us came the news that the Provincial Government is likely to introduce legislation, at the coming session, for the creation of large administrative districts to run our educational services. An evening session was devoted to a very thorough and instructive discussion of the Departmental pamphlet *What Is and What Might Be in Rural Education*, and to the administrative plan therein outlined. Roughly, there is the Baker plan with two of its major weaknesses removed and a third one left in the field of debate.

1. The "Central Board" which drew devastating fire from the A.T.A. in 1929 is not in evidence.

2. The divisions proposed are considerably smaller than those suggested by the late Minister, and offer (in the opinion of the Association) much better prospects of effective and well-informed supervision of the teaching personnel and their work.

Seven years ago, the teachers' organization expressed fearlessly and reasonably its criticism on these details, and was falsely charged with opposing the progressive movement towards larger administrative units. It is fortunate that the need for criticism on these grounds does not again arise.

In speaking of the "third weakness, left in the field of debate," the writer must be careful to say that he is an unofficial spectator writing-up the proceedings of the meeting. With that understood, here goes:

The 1930 Bill proposed that the chief executive officer of the Division be an appointee of the Department. The A.T.A. took the view that this would be an unwise and unnecessary alienation of power from the Divisional School Board, which might be expected (in so large an electoral area) to consist of enlightened and responsible persons quite competent to select their own official. In short, it was an encroachment on the democratic principle without visible prospect of gains in efficient service.

The question "Who shall appoint the Superintendents?" is sure to arise again. Here, just to give you fair warning, are some of the arguments about it:

(a) It will not be possible to attract the right men unless you give them the security of a Departmental appointment.

(b) Superintendents should seek security not by sheltered status but by identifying themselves closely with the interests of their teachers and by competent work.

(c) The Government must maintain standards by keeping its own officials in control.

(d) The Government should maintain standards by means of a small staff of simon-pure inspectors and encourage local enterprise, diversification and emulation by relegating control to the Divisional Board.

(e) Divisional Boards would be content with a cheap man, or alternatively could not afford to employ a competent man.

(f) The Government could look after competent supervision by defining through certification the qualifications of the job, just as they do the qualifications of the teacher;

also by enacting a salary schedule to be paid as a condition for receiving provincial grants.

The trend of the Executive discussion was that the move towards modern large-unit administration must not be imperilled by captious criticism of detail; that we must get the larger unit first, if we are to rise from the plane of mere public instruction to that of education; nevertheless, that we must advocate the conservation in the hands of the new Divisional Boards all the powers that will (without prejudice to true efficiency) enable them to develop and exercise a creative attitude towards the growing educational possibilities of their community.

Our President, Gordon Harman, is to be congratulated upon the great mass of business which was carefully transacted, the steady progress being due in large measure to his experienced judgment and wise guidance.

And so (after a "plenary" session at the Tea Kettle) home to Medicine Hat, Lethbridge, Drumheller, Czar, and Edmonton in time to greet the New Year.

• • • •

\$20 A.T.A. Prize Competition \$20

For our Annual Easter Convention we are arranging a lengthy afternoon programme to demonstrate the possibilities of Mechanical Aids in education—radio, sound and silent film, and projection lantern. To supplement the resources of the Department of Extension, our Committee is anxious to obtain short radio talks in two classes:

CLASS A—Geographical Experience Talk, or
Natural Science Experience Talk.

CLASS B—Literature Supplementary Talk.

Teachers and their friends are invited to send in manuscripts in any of these classes. One prize of \$10 will be given for the best manuscript received in Class A, and one prize of \$10 for the best in Class B.

Length of Manuscripts—Each manuscript should be of a length which can be read aloud at normal speed in 7½ minutes. The prize manuscript will be recorded by trained readers and added to the demonstration equipment of the Department of Extension. They will be given prominence in the Mechanical Aids Demonstration at the Easter Convention.

* * * *

MORE ABOUT OUR RADIO TALKS COMPETITION

CLASS A

You will notice first the curious insertion of that word "Experience" in the description of Class A. That means that we want the entries to come from people who have actually "been places and seen things." All these Class A entries should be in the first person "I" or "We". The geographical talks must aim to supply the touch of magical interest which only can be supplied by the person who has been there. A formal essay based upon text-book content is quite worthless for our purpose. The topic of the geographical talks must be outside the Dominion of Canada.

The "experience" qualification applies equally to the Natural Science talks. If you yourself see things in nature more observantly and accurately than the "mine run" of human beings, if you spend hours making first-hand study of different forms of life, then tell us in your story a little of what you do, and what you see happening. Not mere information—one could go to the Encyclopedia for that—but information woven in with your human sensations making a story; that is what is wanted.

CLASS B

Class B is perhaps harder to explain. Suppose we take an example. In the old "Introduction to Literature" there was among the Grade VII selections one about Little Gavroche. If the avowed aims of literature teaching mean anything at all, the selection should be read not only merely for its own sake, but as an allurements to the pupil to read more from the same source. How often is that secondary purpose realized? Not very often. We think that School Radio, when it comes in, will be able to guide and encourage pupils along this line. Thus, returning to Gavroche, there might well be a radio talk telling more about this competent little rustler and the brightest of his exploits. The latter would include, for example, excerpts from the section: Aid from Below may be aid from Above, telling how Gavroche picked the pocket of a pickpocket to help two poor old folk; and from the section: The Atom fraternizes with the Hurricane, telling how he lost his life while gathering cartridges for the men on the barricade. Such a talk, therefore, is a blend of story-synopsis and excerpts from the full story of which the School Reader gives only a short selection.

N.B.—1. Competitors should observe carefully the instruction as to length. Gramophone records are not elastic!

2. Manuscripts should be mailed to The Editor of this magazine, Imperial Bank Building, Edmonton, not later than March 1st.

• • • •

HIGH SCHOOL TEACHERS PLEASE NOTE

The Kathryn Rural High School is issuing a school paper, and would be very pleased to exchange with other High School papers. Those interested please address E. C. Britton, 1512 - 26th Ave. S.W., Calgary, Alta.

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Of Interest to Teachers

by Clericus

A HAPPY NEW YEAR TO ALL OUR READERS!

Or to be a little more specific, may you catch up on your salary unpaid during 1935, and receive your salary promptly during 1936. While money may not always bring happiness, we have usually found it to help considerably. A news item under the heading, "Unpaid Rural Teachers Riding Rods for Home" recently made the front page in the *Edmonton Bulletin*. In part, the article said: "Even in sub-zero temperatures, do-or-die young men are either hopping freights or engine tenders, in order to reach the parental fire-sides for Christmas." And this after working hard for four months. Even the unemployed make out much better than this.

* * *

The following item, also taken from the *Edmonton Bulletin* goes even one better: "... one budding school-master tops all hard-luck cases, having had to actually pay out (the split infinitive is the *Bulletin's*) money from his own pockets to teach in a Peace River rural school.

On arriving to begin the term, the school board first questioned his financial state and, first thing the young Camrose man knew, he was asked for a loan of \$180 to operate the school, buy text books, supplies, and in addition pay his own board and room." Up to now we never could agree with our friend Charlie O'Brien (sometime M.L.A. for the Rocky Mountain riding) when he claimed that the proletariat worked for nothing and paid for its board too.

* * *

The following question has bothered us of late: "Can a pugilist be classed as a manual worker?"

* * *

The efforts of the "Committee on Rural Education" on which the late and deeply-lamented C. Lionel Gibbs did such valiant work, are apparently destined to bear fruit during the next session of the Legislature. An announcement of plans for a larger school unit has just been made in the press. According to the *Edmonton Journal* the high-lights of the Government's new plan are:

Formation of 43 to 45 larger school district boards to administer school areas. Continuation of present boards as "advisory committees."

Appointment of superintendents for each school division.

Division board to engage and place all teachers.

Power for division board to requisition municipal council for funds.

Plan would mean saving on costs of secretary-treasurers' annual school audits; and school supplies. Operation of part-time school would practically disappear.

Since we teachers have always been in favor of a larger school unit, it is to be hoped that all rural teachers will get behind the movement to popularize and obtain support for the plan.

* * *

Arrangements are being made to hold the Easter Convention of the A.E.F. in the Palliser Hotel in Calgary this year. It is not too early for teachers and others interested in Education to begin making plans to attend. Since we teachers have taken over arrangements for the Easter Conventions, the plan of holding them in hotels has been followed, and gives to the Convention the atmosphere of a big

happy house-party. Hotel rates are scaled down to a minimum, and the visitor to a Convention is assured of a happy and profitable time.

* * *

It seems to us that the following advice by Professor Krug of Mount Allison University, taken from the *Educational Review* for December, 1935, should prove helpful for many of our younger teachers. "Well, first of all, be a disciplinarian, and a good one, but never for the sake of being one, but rather for the sake of the child and what you can teach him. Secondly—study to discover the **minimum of regulation** that is necessary for class routine, **at the level of maturity** which your children have reached. Let the class know and accept them, and the reasons for them. To ask a child of nine, active and restless as God intended him to be, to sit quietly and attentively for a half-hour in our most comfortable school seats, is a splendid example of man's inhumanity to man, and nothing less than a species of cruelty when the child refuses to do so and is punished for it. Eliminate all but the most essential regulations, and see that the minimum is impersonally, impartially and effectively maintained . . ."

* * *

We read the following recently and it seems to us that it will bear repeating:

A negro preacher demanded of his congregation, "Who belongs to de army of de Lord?"

"Ah does, Brudder," answered one of the flock.

"What branch does you belong to?" was the next question.

"Ah belongs to de Baptist Church."

"Brudder," said the preacher, mildly reproving, "You all doesn't belong to de army, you is in de navy."

CANADA, 1936

The Dominion Bureau of Statistics announces the publication of the 1936 edition of the Official Handbook of Canada.

The Handbook describes the present economic condition of the Dominion in nineteen chapters, dealing with all phases of the country's economic organization, and statistics are brought up to the latest possible moment.

The text and page illustrations are printed in tone and there is a folded lithographed insert showing the "Ten Greater Cities of Canada" and their satellite communities.

The price of the publication is 25 cents per copy, which charge covers merely the cost of paper and actual press work. A special concession has been authorized in the case of teachers and *bona fide* students at 10 cents for one copy. Postage stamps are not acceptable. Applications should be addressed to the King's Printer, Government Printing Bureau, Ottawa, Canada, and since the supply is strictly limited for both the 25-cent and 10-cent classes, early application is suggested.

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The World Outside

MISS M. B. MOORE, M.A.

MISS R. J. COUTTS

Canada

At the 17th annual grain and hay show of the International Live Stock Exposition in Chicago, 30 states of the Union and 5 Canadian provinces exhibited.

W. Frelan Wilford, of Stavely, Alberta, was crowned wheat king for his exhibit of Reward wheat. Since 1928, with the exception of 1930, the Reward variety has won first place at this exposition. This is the 7th consecutive victory won by Canadian wheat growers, and the 14th in all. Wilford's grain weighed 66.6 lbs. to the bushel. Last year the winner was Jack Alsopp, of Wembley, Alberta. Another Alberta winner this year is J. W. Shearer of Morrin, who took first place for field peas.

In the entire contest Ontario ranked fourth in the display of animals and crops—winning 19 championships and 44 first prizes. The first place was taken by Indiana, the second by Illinois, and the third by Iowa.

The Reciprocity Treaty so expeditiously instituted by Premier King between Canada and the United States, will benefit chiefly the cattle and lumber industries of this country.

The elimination of all liquor advertisements in Alberta is under consideration by the Social Credit Government. "It will eliminate waste and will be for the public good," says Premier Aberhart.

Finance Minister A. C. Dunning says the policy of loaning money to the cities by the Federal government has been discontinued.

The \$150,000,000 refunding scheme advocated by Premier Aberhart, and strongly supported by all local governments, has not been approved.

Finance Minister Dunning, according to the Press, states "If the collective credit of the Dominion is to be applied to any enterprise of the kind by way of guarantee, this might call for a B.N.A. Act amendment—then the Dominion Government should exercise control over all future borrowings, rather than give them a free hand to go ahead on the new basis as they have on the old."

Directors of Alberta Wheat Board, at their annual meeting, re-elected Dr. H. W. Wood, O.B.E., to the Chairmanship of the Board.

Stephen Leacock, well known Canadian humorist and economist, is retiring from his professor's Chair of Political Economy, which he has for many years held in McGill University.

Howard P. Wright of Airdrie, has the honor of being named the Master Farmer of Alberta for 1935, and also of winning the 1935 championship for hard red spring wheat for all of Canada.

On Dec. 19, a cablegram was sent from the Provincial Government to Major C. H. Douglas, asking him to come to Alberta as early as possible in January.

Dec. 14: The National Executive of the League of Nations Society in Canada protest against the Hoare-Laval peace proposals, believing these would apparently condone and reward aggression.

The Executive hopes the Canadian Government will press for a settlement within the framework of the League to preserve the sanctity of the Covenant.

Ottawa, Dec. 19: Premier Mackenzie King announced that for the four months, Dec., Jan., Feb., March, the grants from the Federal treasury will be \$3,064,687 monthly to the provinces for relief purposes. This is a considerable increase over the previous amount.

Great Britain

Manchester, England: The Educational Committee of this city, reporting on the results accruing from the use in the schools of radio and films, say that there is noticeable in the children an improvement in fluency in speech, and an enlarged vocabulary in written English. There is also among them an increased demand for books. The committee recommends the formation of a centre for educational films in the larger towns.

Sir Samuel Hoare, British Foreign Minister, sent a message to Japan warning her against aggression in China. The message said that the situation in North China might be harmful to Japan's prestige among other countries unless she quickly clarified her attitude.

Preliminary work is under way looking to a reciprocal trade agreement between Great Britain and the United States. Both countries agree that the time is ripe for an Anglo-American trade treaty.

Dec. 10: A storm of opposition burst forth from the press and from the public generally when the terms of the Laval-Hoare peace proposals to Italy were made known.

Dec. 19: A dramatic scene was enacted in the British House of Commons in which Sir Samuel Hoare and Premier Baldwin were the chief actors. The Premier and Foreign Minister were on the defensive in face of general condemnation from the British public as well as from peoples of all nations supporting the League of Nations. Hoare pleaded

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that his motive in supporting the Anglo-French peace proposals was the prevention of a general European war. The Premier said, the Cabinet were asked to endorse or repudiate the proposals. There was no time for discussion. He, himself, took the responsibility of endorsing them.

In making resignation from the office of Foreign Minister, Sir Samuel Hoare declared he did so to prevent a breaking up of Premier Baldwin's cabinet.

Delegates from all the pits in the country to the meeting in London voted 478,000 to 28,000 in favor of a recommendation by the executive of the Mine Workers' Federation to strike Jan. 29th as a final effort in their long fight to force a general pay increase of two shillings a day.

Conferences at which were represented Pan American Airways, the British Imperial Airways, American and British and also Canadian and Irish Free State officials, resulted in a plan for joint operation of a Transatlantic Air Mail Service.

American and British officials and commercial experts have agreed to apply for reciprocal landing rights in each other's territories. First experiments will begin early in the summer over the northern route by way of New York, Montreal, Newfoundland, Ireland and London.

The League to abolish poverty, with other societies acting in collaboration, is circulating a petition not in Britain alone but also in New Zealand and Canada, to be sent to King George asking that he exercise his royal prerogative to set up a Royal Judicial Commission to study the question of the abolition of poverty.

The petition points out that production is often curtailed, goods destroyed and trade restricted, while many millions are in want. The petition asks that the findings of the judges be presented before the Houses of Parliament so as to be implemented by legislation.

London, Dec. 19: The British Government was upheld after a 12 hour debate in which the unsuccessful Franco-British peace proposals were subjected to a vigorous attack and Prime Minister Baldwin admitted an error had been made in handling the situation.

U.S.A.

Dr. Alexis Carrel of the Rockefeller Foundation and winner of the Nobel prize in 1912, in a lecture on the "Mystery of Death," at the New York Academy of Medicine, says, "Death, even though never conquered, may be suppressed for centuries." He regards the overcoming of disease as a matter of no enormous difficulty.

A reply to Cardinal Hayes' attack on birth control was made public on Dec. 15 over the signature of 13 clergymen, prominent in the Protestant and Jewish faiths. They seek to refute on both sociological and theological grounds the arguments against birth control advanced from the pulpit of St. Patrick's Cathedral, New York, by Cardinal Hayes.

The following is taken from the annual report of the National Committee on Child Labor: "The industrial exploitation of children in the United States is back to its prevalence of three years ago, since the United States Supreme Court invalidated the N.R.A., with its safeguards against child labor abuses. The trend is now towards re-employment of children. North Carolina reports an increase in child labor of which 77 per cent is in the textile mills. New York City issued 1,428 full work permits to 14

and 15 year old children as compared with 300 in 1934. In New Jersey silk mills 14 year old children are working for from \$4 to \$7 per week."

Dec. 17: The War Department let contracts for 100 military planes of a 220 miles cruising speed.

There now spans the Pacific, bearing mail from Occident to Orient with much more than the speed of the wind—the China Clipper and her sister ships. So soon is Kipling's verdict that East is East and West is West and never the twain shall meet, made obsolete by the magic wings of the air man.

Plans are being laid for a rescue expedition in search of Lincoln Ellsworth and his pilot Herbert Hollick-Kenyon, missing in the Antarctic since Nov. 23.

Sir Hubert Wilkins and his pilot Harold Gribb, with well equipped planes will take ship to Antarctica from the Chilean port of Magellanes to make aerial search for the noted explorer and aviator.

Europe

King George of Greece, resolves to wear the crown as a democratic constitutional monarch. He grants general amnesty to, and promises to repair injustices done republicans under the rule of Gen. Condylis.

Venezelos has given his adherence to the new regime, urging that Greek unity in the present critical state in Europe is of greatest importance. In this opinion Venezelos and King George are in accord.

France

After stressing the danger of massive German rearmament, the French Chamber of Deputies recently adopted a 6,000,000,000 franc (about \$396,000,000) extraordinary armaments budget.

Both Radicals and Socialists, who together constitute a majority of the French Chamber of Deputies, have tabled a motion condemning the Anglo-French peace proposals as putting a premium upon aggression.

Czecho-Slovakia

Thos. Garrigue Masaryk, President of the Republic since its inception on Nov. 14, 1918, has resigned his office owing to advancing age and failing vigor. In 1920 he was elected for life to the Presidency, which he now resigns.

Edward Benes, Foreign Minister, and former student under Masaryk, and close collaborator of the President in founding and building up the Republic, is today, Dec. 18, elected Masaryk's successor.

Yugo-Slavia

Bitter is the disappointment in Yugo-Slavia at the Franco-British peace proposals. Yugo-Slavs claim they conscientiously applied the sanctions at considerable sacrifice—only to be deserted by the very power who initiated the policy. Yugo-Slav reaction is considered typical of that of the small nations. Cartoons picture Mussolini as a jubilant boy receiving a costly prize for disobedience.

France, Czecho-Slovakia, Lithuania, Poland, Italy, Roumania, Great Britain, and several other nations have forwarded to Washington notices of their intention to again default on their war debt installments due Dec. 15.

European capitals, most of them, learned with amazement and consternation the published details of the Anglo-French formula for settlement of the Italo-Ethiopian war.

Switzerland

Albert Meyer, a journalist by profession, now General Manager of the Swiss daily, *The Neue Zürcher Zeitung*, has just been elected President of the Swiss Republic for 1936.

* * * *

Geneva, Dec. 12: The League Committee of 18, under the chairmanship of Augusto Vasconcelos, Portugal, side-tracked the oil embargo, leaving the League Council to settle the Hoare-Laval proposals. It is for the Assembly or Council to decide whether they are compatible with the Covenant of the League.

* * * *

A recent report of the Economic Council of the League of Nations, declares that trade barriers which have been built up increasingly during late years, are retarding business and delaying trade.

The Committee states that economic nationalism, resulting as it does in the restriction of the free flow of trade—together with the state of mind which results in such tactics—forms the most serious problem confronting all nations.

Dec. 18: Capt. Anthony Eden told the Council of the League that unless Italy, Ethiopia and the League all accepted the Anglo-French peace plans—his government would not accept it.

The Ethiopian delegate immediately announced his government would not accept it. There was no Italian delegate present.

* * * *

Dec. 19: The Council of the League formally shelved the Franco-British plan for peace between Italy and Ethiopia to-day, by a resolution sending it to the Archives.

* * * *

The Crisis in China

A Chinese editor tells W. H. Chamberlin of *The Christian Science Monitor*, that there is no reason why Japanese should take military action in the northern provinces of China. They have already gained everything they could desire so far as control of Chinese administration is concerned.

The Japanese censor the Chinese school books, import goods of Japanese origin without duty, and smuggle out silver. The knowledge that Japanese troops could be readily reinforced keeps the Chinese in subjection.

* * * *

Gen. Chiang Kai-Shek, military overlord of Central China, succeeds Wang Ching-Wei, recently wounded by an assassin, virtually to the premiership.

Gen. Isogai, Japanese military attache at Shanghai, speaking for the Japanese military says, "This places responsibility for the future course of Sino-Japanese relations squarely on his shoulders."

It has been Chiang's policy to avoid an open conflict with the Japanese by making concessions "when the Japanese army representatives pounded the table with sufficient insistence."

* * * *

Germany

In an address before the German Academy of Law, Dr. Hjalmar Schacht, economic director in Germany, declared that the far-fetched application of the government leadership principle to industry and of the application of antarchy are of the greatest danger to Germany's economic progress. Germany's whole economic life, he says, is bound by thousands of ties with foreign states.

* * * *

Church control is tightened in Germany. Government authorities ordered the seizure of funds of the Protestant

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Confessional Synod, states the Associated Press. Dr. Kerri, director of church affairs, ordered Protestant leaders to submit or have the Synod dissolved forcibly.

Since the seizure of papers from the Berlin Bishop's palace, secret police arrested a Roman Catholic vicar and a priest in the Wuerzburg bishopric.

* * * *

Germany is building a third giant zeppelin. Construction began in November. It will be called L.Z. 130. It will be twin sister ship to L.Z. 129 which will be soon ready for service.

* * * *

Italy

Women of Italy in 94 provinces dedicate their wedding rings to the service of the state. 10,000,000 rings, it is estimated, are being surrendered, urged by patriotic fervor to the cause of war and the necessity to withstand the pressure from the League of Nations.

* * * *

Dec. 12: Italy will endeavor to prove with photographs that the Red Cross symbol was freely painted on many buildings at Desseye at the time of the recent bombing. To this statement Emperor Haile Selassie charges they are "just audacious lies."

* * * *

Mussolini is inclined to look favorably upon the Laval-Hoare peace proposals.

* * * *

Dec. 17: Italy admits defeat for the first time before an attack on the northern front.

* * * *

South America

An official announcement from the capital says that the Chaco war cost Bolivia \$195,000,000. Also from an official source comes the information that this sum was guaranteed by Simon Patino, known as the "Tin-King," and reputed to be one of the richest men in the world.

* * * *

Death has taken Juan Vincente Gomez, President and Dictator of Venezuela since 1908. His regime was noted for the building of a fine highways system, organizing an effective air service, and for instituting agricultural experiment stations.

* * * *

Australia

Hope for rescue of Sir Chas. Kingsford Smith and his co-pilot was abandoned Dec. 7. The parliament adopted a resolution referring to his numerous achievements—Long distance flights across Atlantic, across the Pacific, and his efforts in the interest of intercontinental transport service.

Industrial Arts in Our High Schools

By JAS. KIDD and A. P. TINGLEY

Instructors, Technical High School, Edmonton

IN the December issue of this magazine there appeared an article from the pen of Dr. John Liebe, entitled "Drafting Courses in Manual Training." The interpretation of Manual Training would serve to give an erroneous impression relative to the proposed set-up. In approaching the problem of the establishment of a general shop for high schools, one must first of all be prepared to discard many of the traditional concepts so long associated with hand work under the caption Manual Training. Manual training is based upon a philosophy that had its inception sixty years ago, whose foundation was skill, and tool mastery, and was conducted by dictated exercises, an end functioning in itself. Its basis of truth was authority, and it centered on the teacher. This form of education has long since passed into obscurity in progressive educational systems, and has been replaced by a modern set-up known as Industrial Arts, which has been built up on a sound educational basis by the work of Bonser, Dewey, and Bigelow.

The Industrial Arts is based upon a philosophy of individual development, individual creativity functioning for the purpose of exploration, development of personality, social traits, guidance, and consumer education. Its basis of truth is scientific evidence and criteria, and it centres in the pupil thereby making necessary the provision for opportunities in developmental experiences. From this it will become evident to the reader that the philosophy of Industrial Arts bears little relationship to its predecessor. The emphasis has been changed from the manual to the mental and social development of the student.

The stress placed upon skill and production, in the article referred to, would lead one to believe that these were the primary objectives to be reached in this form of education. It should be remembered, however, that skill is not education but only relative to it, and further that industrial philosophy can have little place in high school education. Industry is concerned with the production of saleable goods, whereas the school is concerned with the materials only as a medium for educational development. It is evident that the educational content of Industrial Arts is not understood when it is assumed that measuring the project from a standpoint of skill, measures the educational development of the student.

According to the modern concept, Industrial Arts is considered a fundamental of education. This type of education demands considered observation, a process little used in abstract education. Contact with things weaves the real fabric of thought. Is it not sound educational practice to provide concrete experiences that will lead to a fuller understanding, and a wider knowledge of those things with which we are daily brought in contact?

The British educational system has no parallel to Industrial Arts as taught on the North American continent. To leave the organization of the courses to individual teachers in various school would only impair the efficiency of the system, since it is imperative that carefully thought out courses should be planned by those who are in touch with modern developments in the various phases of this type of education.

The new courses will be conducted in the high school on the general shop plan. These shops will contribute their share to an integrated programme, that will prove of real

value to the students, and they should take full cognizance of the arts, sciences, and social studies upon which they should be based. Extensive research in education has proved beyond any doubt that the general shop has greater educational value than the unit shop, owing to the fact that its major aim is general education from a scientific and social standpoint rather than the production of a series of projects based upon industrial practices. It is gratifying to know that the latter policy is quickly disappearing in modern education, and leading authorities have arrived at the point where they consider the application of scientific principles in practical education more essential than the development of trade skill, and are discarding the policy of basing courses on industrial practices.

For the general shop to function successfully, and realize the objectives set up, two things are essential: First, a carefully planned course in each proposed activity. Such courses while conforming to certain modern standards should take full cognizance of the interests, abilities, and individual differences of the students for whom they should be designed. Secondly, these shops should be staffed by a corps of trained instructors familiar with modern developments in practical education, as well as being capable of giving instruction in the various courses in the new set-up.

Reference has been made to the great expense that will be involved in providing equipment, but this is not so, because much of the costly equipment used in the unit shop is not essential in the general shop set-up. It should be borne in mind that the more machinery used the less educational the process becomes. The policy of the general shop is minimum cost, and maximum education. Such a policy should make a very direct and effective appeal to rural as well as urban areas.

The article makes reference to the fact that the students pursuing these courses in the upper grades will be less in number, the reason given being that only those having a natural aptitude for such activities will pursue them. This idea is based upon the assumption that skill is still the end to be attained in the new courses. This trend of reasoning as applied to the general shop is neither sound, nor logical, since it neglects entirely the motivation and objectives upon which such shops are based. In this connection Toops comments that certain loose conceptions of aptitude and intelligence, like "A boy succeeds because of his mechanical aptitude or intelligence" are scientifically about on a par with saying that "The delinquent boy did wrong because he has a moral depravity," and that "The sick man dies because he has a capacity for dying."

The aptitude theory is not the sole major consideration in progressive education. The modern programme is designed for girls as well as boys. To-day high school girls are participating in leathercraft, ornamental ironwork, art metal work, etc., in addition to their domestic science courses. Dr. G. W. Frasier, President of Colorado State College of Education, says "Industrial Arts should be a part of the general education of every student, not for the sake of development of skills, but for the reaction it has upon them. It is an emotional education which teaches students to create and develop the philosophy of beauty."

It is to be hoped that the programme the Department has under consideration will take cognizance of the advisability of making provision for activities which may be participated in by students of both sexes.

We are enthusiastic regarding the proposed plan for general shops, and we have no fears regarding such a programme remaining simply a piece of paper so far as Alberta Schools are concerned. We also believe that the Government would never for a moment lend itself to a

scheme which would involve these shops in the mass production of equipment for such centres. Such procedure would defeat the very end for which these shops are designed. Surely education in Alberta has not reached the stage when it becomes necessary to use its school children as amateur tradesmen, in a futile endeavor to save a few dollars. The more one contemplates the possibilities and far-reaching effects of such centres, the wider the horizon becomes, and it needs no great stretch of the imagination to visualize these shops as real live centres of community interest.

UNIVERSITY OF ALBERTA, SUMMER SESSION, 1936

It is announced by the University authorities that the following courses of instruction leading to degrees will be offered at the Summer Session of 1936.

While it is expected that the courses listed below will all be offered, the University retains its customary right to cancel or modify any of those specified.

Junior Courses

- Chemistry 1 (General Chemistry), Assistant Professor N. M. Stover.
 English 2 (A General Reading Course in English Poetry and Prose), Assistant Professor J. T. Jones.
 French 2 (Modern French Stories and Plays, Composition and Conversation), Mr. D. M. Healy.
 History 2 (British History), Professor M. H. Long.
 Mathematics 7 (Calculus and Plane Analytical Geometry), Associate Professor A. J. Cook.
 Physics 7 (Principles of Elementary Physics), Assistant Professor L. H. Nichols.
 Political Economy 1 (Principles of Economics), Professor G. A. Elliott.

Senior Courses

- Chemistry 42 (Organic Chemistry), Associate Professor R. B. Sandin.
 Christian Apologetics 51, Reverend Brother Memorian.
 *Education 54 (Educational Philosophy and Comparative Education), Professor H. T. J. Coleman.
 Education 56 (Educational Psychology), Professor M. E. Lazerte.
 Education 59 (Educational Administration), Assistant Professor H. E. Smith.
 English 57 (Poetry and Prose of the Romantic Period), Mr. J. Fisher.
 History 60 (American History), Professor M. H. Long.
 Mathematics 42 (Statistics), Professor E. W. Sheldon.
 Political Economy 67 (Public Finance and Taxation), Professor G. A. Elliott.
 Psychology 51 (General Experimental Psychology), Professor J. Macdonald.
 *Psychology 52 (Social Psychology and Social Anthropology), Professor H. T. J. Coleman.
 Ancient History 53 (The Roman Genius in the Mediterranean World), Professor W. G. Hardy.

— OR —

- Roman Private Life 55 (Family and Community Life of the Ancient Romans), Professor Geneva Misener.

*Attention is directed to the fact that this course will be given by Dr. H. T. J. Coleman, Head of the Department of Philosophy of the University of British Columbia.

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Local News

CZAR

The regular meeting of the Czar Local of the Alberta Teachers' Association was held at the home of Miss H. Beedon. Miss Mossman acted as hostess due to the absence of Miss Beedon. There were nine members present. A short discussion on the Music Festival was followed by a paper by Mr. Sorenson on a Health project. This was greatly appreciated by all present.

JUST AN IDEA

The Edmonton Separate School Teachers' Association have divided the members into four groups—each section to be responsible for the entertainment programme at the monthly meetings.

On December 3, 1935, the High School group gave a demonstration of radio broadcasting for classroom purposes. The members were entertained by a delightful programme from Station ATA, owned and operated by Moret, Bard, Sutherland and Coffey Broadcasting Co., Ltd.

Miss L. Moret gave a most instructive talk on the A.T.A., its meaning, ideals and aims. The whole programme was conducted in a manner that would bear comparison with any local one—replete with the time, weather forecast, advertising, etc.

WILLINGDON

The regular monthly meeting of the Willingdon Local was held on November 29th, at the Manawan School.

The President and Secretary being absent, Mr. T. Shandro acted as President and Miss V. Olynk as Secretary. A discussion on the proposed "Professional Teachers' Library" advocated by Inspector Yule, followed. Many ideas were suggested to Mr. Shandro.

The teachers greatly enjoyed an art lesson on "Christmas Card Making," demonstrated by Miss N. Salamandick. Mr. T. Shandro made use of his trip to the States by giving an interesting life history of a match.

After a delicious lunch served by Miss N. Raycheba and Mr. P. Huculak, the teachers enjoyed games and rote-singing.

Two visitors in the persons of Mr. G. Chernelasky and Miss A. Ambrosy were present.

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OUTLINES FOR FEBRUARY

(Through the courtesy of the Calgary Public School Board)
GRADE I

Reading

Finish authorized reader with A class. At least one other book should be read by A class, and part of an extra one by B class. Stress thought-getting in all Silent Reading lessons. Phrase and sentence practice rather than too much word drill.

Language

Use three questions to secure three connected ideas instead of two. Try to secure less formal sentences, and suggest color words, easy phrases, etc.

Correlate this subject for the next five months with Nature Study, Hygiene, Citizenship.

Games: "I did," "If I were—." If I were a fairy, etc.

Pictures: See Art Course.

Dramatization: Plays related to citizenship, as, street car, postman, milkman, etc.

Stories: Red Riding Hood; Dumpy the Pony; Little Grey Pony; Cinderella.

Continue reproduction of stories.

Social Studies: Public library, churches, hospitals, fire-halls.

Memorization

Who Has Seen the Wind? (See "Learning to Speak and Write" Part I). The Whole Duty of Children. O Wind Where Have You Been? The Woodpecker, E. M. Roberts. The Man in the Moon, Rose Fyleman, (Fairy Green and Fairies and Chimneys).

Arithmetic

Subtraction of numbers to 10, oral and written: $\begin{array}{r} 4 \quad 5 \\ -1 \quad ? \\ \hline ? \quad 4 \end{array}$

Teaching of doubles to 14, involving dozen, days in week, fraction $\frac{1}{2}$.

Counting by 10's and 5's. Recognition of families.

Hygiene

General study of foods for children—healthful, unhealthful, foods for the teeth, breakfast, lunch, etc.

Citizenship

Politeness in speech and action.

Nature Study

Frost on the window pane; snowflake shapes. Weather calendar. Stories of winter conditions in other lands.

GRADE II

Reading and Literature

Silent Reading: The Four Helpers.

Oral Reading: The Story Milk Told Me; Winter; The Moon; A Valentine; Little Wing (all parts).

Memorization and Verse Speaking: Frogs at School.

Dramatization: Star Gold.

Language

A. Oral Topics—The Chinook Wind. A Birthday Party. My Best Friend. Dogs I Know.

B. Teach abbreviations Mr., Mrs., ft., yd. Teach—He doesn't.

C. Review ou, ow; oi, oy; ce, ge; dge (comes after a short vowel where ge is found after a long one).

Citizenship

First Week: Skating and sliding—necessary as exercise. Conduct if rink or slide is crowded. Warn children off rivers unless accompanied by elders. Coasting—be careful that others are not in the path of sleigh. Keep to side going up hill, etc. Change damp clothing on going into the house.

Second Week: Care of books. Help teacher to repair those of the schoolroom. Use of library. Care of pictures, repair of seat work.

Third Week: Lines. Review of assembly and dismissal rules. Following captains' directions. Order in hallways and

cloakrooms. A lesson on being a good Captain. No shouting at the others, etc.

Fourth Week: Behaviour on street cars and in stores, etc. Plenty of dramatization. Boys should raise hats and let girls precede them, etc.

Arithmetic

Teach addition and subtraction facts.

5	7	9	4	5	8	6	7	12
7	5	4	9	8	5	7	6	-7 etc.

Column addition to 39 including new endings. Give drill with groups of pupils finding difficulty. Inch, foot, yard—Practice in measuring. Continue use of $\frac{1}{2}$ and $\frac{1}{4}$. Relate to numbers, foot, dozen, hour and dollar. Continue problem work, oral and blackboard.

Nature Study

1. Hunting after moose, deer and fur bearing animals—stories of trapping—humane treatment of animals—use of pictures. 2. Fish in winter and stories of winter fishing. 3. Study of heavens—bright stars at night—Milky Way, Northern Lights. 4. Cardinal points of compass—location of pupils' homes and other points of direction.

Physiology and Hygiene

1st week: Booklets—Make a booklet on fruits.

2nd week: Teeth and Care of Teeth.

3rd week: Nails and Care of Nails.

4th week: Hearing and Care of Ears.

GRADE III

Reading and Literature

Silent Reading: Mrs. Brown; Alfred the Great.

Oral Reading: Old and Young; Atalanta and the Golden Apples; The Brook in February.

Memorization and Verse Speaking: The Owl and the Pussy Cat; The Land of Story Books.

Dramatization: The Tar Baby.

Language

(a) **Oral:** Animals that Sleep all Winter; St. Valentine's Day; A Bear Story; Our Baby.

(b) **Formal:** Continue three original sentences on discussed topics; A three-sentence letter a week. Teach: their, there; here, hear; to, too, two.

(c) **Vocabulary Building:** Adding ing, as: (1) sing—singing; (2) write—writing; (3) trot—trotting.

Citizenship

(a) Making of Friends—Be yourself—stand fast for the right. (You make friends and your friends make you).

(b) Loyalty and Truth Telling—tell truth even though it results in unpleasant consequences. (c) Stories: 1. St. Valentine. 2. St. George and the Dragon. 3. Knights of the Round Table. 4. Story of Joseph.

Arithmetic

1. Emphasize rapidity in addition and subtraction. 2. Teach dividing by 2 and 3, and finding $\frac{1}{2}$ and $\frac{1}{3}$ of numbers. 3. Teach 6 times multiplication table. 4. Teach quart and pint. 5. Teach time telling in minute spaces.

Nature Study

For Animal Stories see "Alberta School Magazine" for 1928.

Hygiene

Care of the body—foods, cleanliness, water, sleep.

Geography

The Land of the Dutch. (a) From Italy to Holland. (b) Appearance of country—dykes, windmills, canals. (c) Dress of people in rural areas. (d) Dutch homes—use of brick and tile. (e) Occupations of people—dairying, bulb growing, fishing. (f) The cheese market. (g) Games played by Dutch children.

2. **In a Lumber Camp in Ontario.** (a) Life in the lumber camp. (b) The log drive in the spring.

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GRADE IV**Arithmetic**

Long division by two digits with divisors ending in 4, 5, and 6. Multiplication by 2 and 3 digits. Care in connection with the zero in multiplier and multiplicand. Teach oz., lbs., cwt., tons, used in problems. Problems without numbers; problems made by the class.

Reading and Literature

Silent Reading—A Little Chinese; Rumpelstiltskin; Courage.

Literature and Oral Reading—A Laugh; Talking In Their Sleep.

Dramatization—How Fear Came to the Jungle.

Language

A. Vocabulary lessons—Teach same words as different parts of speech.

B. Practice in sentences beginning with: Was there, were there, is there, are there, etc.

C. Use descriptive phrases in sentences. (a) A heavy peal of thunder. (b) The fragrance of the flowers. (c) The golden corn.

Spelling

Remaining 80 words in Course — Second Term List. Memory Work Spelling.

History and Citizenship Talks

Laws—Necessity for laws and rules. Our responsibility in obeying laws, in the home, at school, in the city. "In order to command, learn to obey."

St. Valentine's Day.

Manners—Behavior in public places. Respect towards poor and aged.

Early Days in Alberta.

Nature Study

Animal Study—Rabbit (winter), bear, mountain goat. Bird Study—Screech owl, Whisky Jack (Canada Jay), Snowy owl.

Hygiene

Care of the body — cleanliness, bathing hands — wash often, finger nails, teeth, pure soap, individual towels; regular habits—sleeping, eating; respiration—through nose; clean desks; drinking an abundance of pure water—small quantities often.

Geography

1. **The Indian Fur Trappers.** (a) Location of Hudson's Bay. (b) The trapper's home in the north woods. (c) Visit to the trap lines. (d) Games played by the children. (e) Trip to the trading post.

2. **The thermometer and its uses.**

3. **Preparation of individual weather calendars for two weeks,** including temperature, direction of wind, sunshine, clouds, snow. Practice in use of thermometer.

GRADE V**Reading and Literature**

Silent Reading—Montmorency's Mistake; The Story of Troy; Auld Lang Syne.

Literature and Oral Reading, Dramatization—The Land of the Silver Chief.

Memory Work

Nixies — Pickthall. The Bugle Song — Fourth Reader. Children's Song—Fourth Reader. Sands O' Dee—Poem. Every Child Should Know.

Spelling

Remaining words in Course—Second term. Words from other subjects.

Hygiene

The Muscles—1. Muscle-building foods. 2. Importance of rest and deep breathing. 3. Sprains. 4. Disease germs attacking muscles. 5. Review.

History

Stories of settlement and pioneer life—E.g., Experiences of settlers who came to America under the patronage of Lord Selkirk and formed the Red River Settlement.

Citizenship

A sense of justice to include a frank recognition of the necessity for restraint and punishment, both in school and at home, as well as recognizing the unfairness and unkindness of injuring animals and tormenting younger pupils.

Arithmetic

1. Adding and subtracting halves, quarters and eighths. 2. Whole and mixed numbers, numerator, and denominator. 3. Continue problem work.

Geography

Alberta: Location, area, natural regions, with imaginary trips on the chief rivers.

GRADE VI**Reading and Literature**

Literature—Scenes from William Tell. **Memorization**—Choice of: Kitchener. Extracts from Idylls of the King.

Bless the Lord, Oh My Soul! **Silent Reading**—Burial of Moses. Canadians, Canadians, That's All. **Oral Reading**—Scene from William Tell. Bless the Lord. **Story Telling**—Galahad.

Language

A. Teach enlargements of sentences by phrases.

B. Beautiful sentences—descriptive and narrative.

Grammar

(a) Describing Words—Suggested Exercises:

(1) Sentences selecting them. (2) Fill in blanks with suitable adjectives and adverbs. (3) Exercises 2 and 3, page 77 of "Learning to Speak and Write." Exercises 12, 13, 14, and 15, page 79. Exercises 11, 12, and 13, page 83. Exercise 17, page 85.

(b) Different degrees of adjectives and adverbs—Suggested Exercises. Pages 81 and 82 of "Learning to Speak and Write."

History

Joan d'Arc—Birth of national spirit seen in the maid's great pity for the sufferings of France from the terrible scourge of the War. Sir Richard Whittington and William Caxton—Sir Richard Whittington—an example of the growing influences of the merchant class. Progress of the Mechanical Arts—Invention of printing—its introduction into England by William Caxton, translator, writer, compiler, as well as printer. Books and readers begin to multiply, making another big change in the world. Review.

Arithmetic

Division of a fraction—(a) By whole numbers. (b) By a fraction. (c) By a mixed number. Application in problems.

Spelling

65 words: (a) 55 words—Second term—"diamond" to "separate". (b) 10 words: "Demons"—"none" to "seems".

Nature Study

Heat.

Geography

Transportation: Canada as a vacation land. Commerce and Sea Ports. Motions of the Earth.

GRADE VII**Grammar**

Parts of Speech (continued)—

(1) Adjective: Definition. Uses: (a) Modifies the meaning of a Noun or Pronoun. (b) Completes the Predicate. (2) Adverb: The name and use. E.g., An Adverb modifies the meaning of:—(a) A Verb. (b) An Adjective. (c) Another Adverb. (3) Preposition: The name and use: (a) Introduces a Phrase. (b) Takes an Object. (c) Shows relation.

Language

1. Outlines for History, Geography or other regular subjects. 2. Essays based on these outlines. 3. Review prefixes and suffixes. See Course of Studies, page 79. 4. Synonyms.

Arithmetic

Percentage—Meaning, simple applications.

Physiology and Hygiene

How disease germs enter the body—(a) By means of the nose and throat—most diseases gain entrance here—tuberculosis, diphtheria, scarlet fever, measles, whooping cough, influenza, infantile paralysis, etc. (b) Through food and water—typhoid fever, dysentery. (c) Through the skin—ringworm, scabies, impetigo. (d) Through wounds, rabies, tetanus (lock-jaw). (Pasteur). (e) Through the eye—pink eye, trachoma. (f) Through bites of insects—malaria, yellow-fever. (g) Pasteur.

History and Civics

Exploration in America. (a) Early Explorers, (b) Later

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Explorers, (c) Fur Trade—(1) Hudson's Bay Company. (2) North-West Company. (3) Hearne, etc. (d) Franklin, Amundsen.

Agriculture

Part 3 in Course of Studies—(Pages 102-112 in Text).

Spelling

(a) Complete Second Term Words. (b) Supplementary Words 31—"adventure" to "thirsty".

Geography

Italy, Balkan States, Central European States.

GRADE VIII Reading Literature

A. The Ancient Mariner. B. The Last Fight of the Revenge. C. The Finding of Wisdom. D. Work.

Grammar

(1) Parsing to show: (a) Classification. (b) Function. (c) Inflection of words as used in the sentence. (2) Classification of sentences as to: (a) Form. (b) Structure. (3) Analysis of reasonably difficult sentences of any kind.

Physiology and Hygiene

Community and Home Hygiene—as per Course. Reference: Section 1, Chapter IV, Citizenship. Board of Health—as per course. Hospitals and Sanatoria—as per Course. See Section 3, Chapter IV, Citizenship.

Arithmetic

Applications of percentages; profit and loss; trade discount, commission; insurance.

Geography

Union of South Africa: (a) Position. (b) Area compared with that of Alberta. (c) People and Government: 1. Significance of name of each province (Correlate with History). 2. Reason for two capitals. 3. A Bi-lingual country. Compare with Canada. 4. Relative numbers of members of white and black races. (d) Surface: 1. High veldt. 2. Drakensberg Mountains. 3. Great Karroo, Little Karroo, Coastal Plain. 4. Why rivers are of little value to country. (e) Climate: 1. Position of Tropic of Capricorn with respect to the Union. 2. Influence of altitude of country upon temperature. 3. Why East coast is warmer than West coast. 4. Relation of South-east trade winds to limited rainfall of greater part of the country. 5. Explanation of winter rainfall in Cape Peninsula. (f) Agriculture: 1. Adaptations of country to raising of sheep, cattle, goats. 2. Difference in use of native and imported sheep and goats. 3. Why raising of ostriches has ceased to be profitable industry. 4. Importance of corn production. 5. Development of fruit industry. 6. Semi-tropical products of Natal. (g) Mining: 1. The Rand Gold Fields. Compare gold production of South Africa with that of Canada. Influence of gold mining upon development of largest city in Union (Johannesburg). 2. Diamond mining industry of Kimberley. 3. Importance of limited coal resources of the Union. (h) Sea Fisheries: Compare with Atlantic fisheries of Canada. (i) Growth of wattle tree: Its uses. (j) Manufacturing: Compare with Canada. (k) South African Railway System. (l) Trade with (1) British Isles, (2) Canada. (m) Important ports and their exports: Cape Town, Durban, Port Elizabeth.

Other British Possessions in Africa. Location of the following with one important point about each: Rhodesia, British East Africa, Anglo-Egyptian Sudan, Gold Coast Colony, Nigeria, Zanzibar, Mauritius, Ascension, St. Helena.

History

Sections 8 and 9, Course of Studies.

Civics

Balance of Section (d) and part of (e), Course of Studies.

Children don't have to be taught
that



IS GOOD
THEY KNOW IT!

Classroom Hints

Grade IV—Silent Reading

Shipwrecked.

Some Exercises additional to those of the text.

Part I. The Wreck

- I. Who said?
1. If the Lord will, He can save us from this great danger.
2. Lower away the boats! We are lost!
3. We must find some food and take a good supper. It will never do to grow faint from not eating.
4. Take courage, my boys! We are all above water yet!
5. You silly little thing, don't you know that we must not settle what God is to do for us?
6. Father, don't you think we might make swimming belts for mother and the boys?

II. Draw a picture of the life belt made by Fritz and his father. Draw the picture that you see when you read the paragraph beginning, "Looking around, I saw that our case was by no means hopeless."

Part II. The Escape from the Wreck

I. (a) Here is part of what the family thought it would be useful to take from the wreck. Can you complete it? guns, nails, hammer,

(b) Now write opposite each thing they found, what it might be used for on land, like this:

guns—to shoot birds or animals for food,—to shoot wild animals.

(c) Who are the people in the picture opposite page 282?

II. Have you ever gone boating in a tub? Do you know what is the main difficulty in sailing in a tub? What did the father of the family do to prevent the tubs turning over? Draw a picture of their boat out of water: the picture opposite page 286 may help you.

III. To launch a boat means to get it into the water. Here is the story of how this boat was launched. I'm afraid I have got it a little bit mixed. Write it out correctly.

When we got our boat finished it was as light as a feather. Now we had to get it from the deck into the water. I put my shoulder under the forepart of the boat and raised it. Then the boys put barrels beneath the boat as rollers. We gave the boat a push. Heave-ho! Hurrah! Away she went into the water. But now she is gone because we have no way to hold her.

IV. Draw eight circles to represent the tubs and pack the tubs for the voyage, by writing inside the circle what you would put in each tub.

V. Write a little account of what the family did on their first evening on shore.

Moufflou.

Some exercises additional to those of the text.

I. Leave a wide margin all the way around the page on which you are going to write your exercise. (Ex. in reading to follow directions.)

II. Who are these people? A Riddle.

1. Somebody who had been rather spoiled because he had to lie on a couch all day.

2. Somebody who was afraid to let her son go to the army.

3. Somebody who would do anything for his son.

4. Somebody who was so fond of his dog that he could hardly love his brother.

5. Somebody who was kind and gentle to everyone.

Put a line under the name of the person you liked best in the story.

III. Here is the first place in the story that you begin to be afraid it may turn out badly.

"When Lolo came home for dinner, he found his mother very excited and strange. The children felt that something was the matter." Put a tiny dot in the margin of your reader opposite the parts of the story where things seem to be getting worse and worse.

At what place in the story do you begin to feel sure that things will turn out well after all.

IV. Now decorate your page with pictures of Lolo doing the tricks told about in the story.

Grade V—Literature and Oral Reading

A Tartar in a Beehive—Literature.

A. Introductory: Besides the information given at the beginning of the study in the Reader, it would be well in introducing this lesson to your class to relate it to their own experience as far as possible; e.g., Canada is built up by people who came from other countries. Have any of you fathers or mothers who came from England? etc. . . . from Ukraine? Could you tell us anything about how they got to this country? Although Ukraine is so far away, it is a country that looks somewhat like our own prairie. Did your father or mother ever describe it to you? One Ukrainian writer speaks of his country as the "Orchard of Ukraine." There must, then, be some difference between Ukraine and Alberta. What difference would you suggest? Were you ever told whether or not the farmers live as they do in Alberta, each by himself on his own farm? (No, the farmers live together in little villages: their farms lie round about the village.) Just as in Alberta there are rivers flowing through the country. So now you have some pictures of Ukraine, the country we are to read about to-day.

The story tells of a Cossack, Dorosh. Have you ever heard that word "Cossack" before? What do you know about Cossacks? Not very long ago they were a body of fine horsemen in the service of the Czar of Russia, and were the good soldier riders all through the country who gathered together to fight for Ukraine when it was in danger. And Ukraine was often in danger. It was such a fine bit of country that their neighbors all around wanted it for their own. (A quick diagram will help to fix and clarify the idea here.) Draw a circle to represent Ukraine and arrows pointing towards the circle representing the directions from which invasion came: from the north, Poland; from the north-east, Russia (Ukraine and Russia are now one country); from the south-west, Turkey; from the east, the Tartars. These invaders came time and again, so that the Cossacks were kept fighting. In spite of that many people were driven from their homes. Look at the picture on page 136. These peasants might very well be Ukrainians. From whom might they be fleeing? What expressions are on their faces? Notice how little they have been able to take with them. What is the second woman carrying on her back? There, perhaps, are their little homes below beside the river. If it is the Tartars who are coming these homes will soon be a mass of flames. It may even be that those are clouds of smoke now in the background of the picture. Notice how much red there is in the coloring. We wonder why?

Have you ever heard one person speak of another as a "Tartar"? Would it be meant as a compliment? We shall find out more about that when we read the story "A Tartar in a Beehive." It doesn't sound like a very comfortable place. We must find out how he came there.

B. Some Additional "Helps to Study":

1. What was there about Dorosh that made people want to bow to him when they saw him? 2. Could you show that Dorosh was brave? 3. Could you show that he was very kindly? 4. Did Dorosh enjoy a joke? 5. Dorosh tells a lie. What do you think of this? Should he have done it? 6. Can you find him in the picture on page 140? 7. Look carefully at the other Cossacks. It will help you to know how Cossack soldiers dressed. What weapons did they use? Notice the cottage in the background. Its roof is probably thatched. There is a garden patch in front, too. The Ukrainians are very fond of flowers. They grow sunflowers in Canada too: they use the seeds for oil. 8. At what point in the story were you most afraid that something would surely happen to the Tartar? (The beginning of appreciation of the structure of the story: the climax). 9. Would you have liked to entertain the Cossacks? 10. What would you suppose is meant by one person speaking of another as a Tartar? 11. This Ukrainian writer has some pleasant little ways of putting his ideas. Notice (1) "Water all around and an island in the centre, it was not even necessary to put up a fence." (2) "with his own hands he fed the wild goats, the cranes followed him like dogs, and the bitterns carried on their housekeeping beside the cottage": pleasant, friendly details that make you feel the old Cossack's comradeship with the creatures. (3) "The Tartars came to the delta, but as the people say, 'It is well to ask for the ford before you cross the river,'—but they stuck in the mud." There is a pleasing lightness of touch about this as there is about the whole story. 12. The picture on page 136 leaves you with a feeling of the bitterness and fear in Russian peasant life. It that the feeling left by the story?

C. Oral Reading: We would use the conversation be-

tween the Cossacks and old Dorosh for a dramatic reading. This section begins, "Good Evening, Grandfather!" at the bottom of page 138.

Preparation: This section is like a play. Why? If it were a true play, it would be written like this:

Cossacks: Good evening, Grandfather!

Dorosh: God bless you.

Would you read "Cossacks" and "Dorosh"? Why not? If we take the parts of the Cossacks and Dorosh in this story and read it as though it were a play, what would have to be left out? (Have pupils read in character only to the bottom of the page to illustrate omission of "they said," etc.) Look through pages 139 and 140—as far as "sits under the hive" on page 141, and notice particularly what parts must be omitted. (Give time for this.) Ask a question or two: When we read in parts will you read, "Some wanted to go into the house"? etc. How do the Cossacks speak to Dorosh? Find words that tell you how. Read any one speech of the Cossacks to show me how they talk. (Have speaker read until they are read in character.) Now the whole class will be the band of Cossacks, and I (teacher) will be old Dorosh, and we shall read this part of the story. You begin with a good cheerful shout. (The teacher listens carefully for good enunciation, good tone, without raucousness, good phrasing and good interpretation, and will stop the group of Cossacks in their reading whenever defects occur. Teacher will demonstrate how the defective bit should be read; have class repeat, and the play proceeds. The teacher should try to make her reading dramatic, with a lifted hand for "God bless you," and a gesture indicating the house at "Go into the house," etc.) Variations of this part reading, (1) a single pupil for Dorosh and the class as Cossacks; (2) a single pupil for Dorosh and a small group of Cossacks.

Grade V—Silent Reading

New Year's Day.

You will have used dramatization often in connection with your silent reading in Grade I. Have you continued it as a means of silent reading study and test of comprehension in the middle grades? We have made use of it in rural schools at ten minutes to four as a means of recreation for the whole room, because all the grades listen if dramatization is in progress. There have been failures, and the grade dramatizing has been stopped within the first few minutes of its play because of poor preparation, and told to restudy for the following day, but after a false start or two, Grade III's have been found capable of independent preparation for dramatization after silent reading. We have allowed the grade responsible for the dramatization to go outside in weather that permitted of it, so that they could talk over and practice their little play. The vestibule of the school is possible in colder weather. This particular lesson, "New Year's Day on an Indian Reserve" would make a very jolly bit of acting. We would suggest giving this silent reading exercise and discussing it before attempting the dramatization.

B.B. directions for dramatization: (1) Think of where the Indian village will be. (2) How many homes will you visit? Make a list. (3) What are the main things that you do at Red Blanket's? Make another list beginning: knock at the door. (4) What is the one thing of importance that happens at each of the following places: Hopping Hawk's; Standing Buffalo's; Mrs. Okimow's; Moto's? (5) These are the names of the chief characters and those who are to take their parts: Red Blanket; George (etc.) (We are thinking of a rural school here, where all children will have some part, if not more than one.) Each character prepare what you are to say. **An exercise for the pupil who dislikes dramatizing but is good at drawing:** Prepare a series of crayon pictures showing (1) the girls at work washing dishes at Red Blanket's; (2) Red Blanket's inner room; (3) Red Blanket himself; (4) Mrs. Red Blanket. (The "Helps to Study" will give you good additional questions.)

Grade IX History

The work for this month could include Chapters XX, XXI, XXII and XXIII.

Chapter XX.—Outline for this chapter: Evil Effects of the Wars of Conquest.

I. Loss of the finest youth of the country.

II. The wars of conquest created a very wealthy class, who profited by the greatly increased trade of the enlarged empire: this class had an evil effect on society because:

1. they instituted trade monopolies.

2. secured special privileges in return for money assistance during the war; e.g., allowed to take the public lands for their own.

3. they sought to control the government by means of their wealth (for examples of how this would be carried out see the sections from Plutarch's "Life of Caesar" on gift giving and shows.)

4. Rome confiscated vast areas of conquered territory and sold cheaply to their own nobles, who became great landed proprietors in Sicily, Spain and Africa. (The evil effects of this system will be seen under heading III.)

5. they lived a life of great luxury. (See account of Lucullus.)

6. wealth and leisure created exaggerated and debasing forms of entertainment: gladiatorial games.

III. War created a rabble, a hungry populace, because:

1. during the Second Punic War particularly, home-steads of the yeomanry were devastated, and the yeomen drifted to the city.

2. great landed proprietors in Sicily, Spain and Africa, with slave labor supplied by the war could underprice the grain raised by Italian farmers, who were ruined by the competition: result—many of such farmers gathered in the city.

3. this city mob could find no employment in manufacturing since conquered Eastern cities were more skilled in manufacturing and could produce articles more cheaply.

IV. The wars of conquest created a very large slave population.

V. The happy equality of relationship that had existed between Rome and her allies gave place to one of Rome and subject peoples.

1. The allies were given a smaller share of the war plunder.

2. At the same time they were asked for an increased contribution of men to the army.

3. Rome showed a marked superiority of attitude.

VI. The old system of Roman growth which had incorporated conquered territories, granting them citizenship in such large measure, gave place to an expansion that created subject provinces of the new states. The provincial form of government was characterized by:

1. the payment of taxes of money or grain: these taxes were farmed out.

2. the absolute rule of a Roman Governor.

Suggested treatment of this outline: dictate large headings II, III, IV, V, and VI, and ask the class to complete the outline by contributing large heading I and the sub-headings for the other divisions after study of the chapter.

Some questions for discussion:

1. Are any of the evils of Roman society described in this chapter present in our own society of to-day? Could any of these be attributed to the war of 1914-18? Why should it be regarded as an evil that certain sections of society should live a life of great luxury? Why should it be regarded as evil that sections of society should be held in slavery? Has great increase in wealth among certain classes of society anything to be said in its favor? What is the evil of trade monopolies? Have you seen any example of trade monopolies or tendency to trade monopoly in your own towns? Rome developed a system of what might be called "free trade" within her own empire, that is, all the countries now brought under her sway traded freely with Rome, without paying any "duty," such as we do when goods from the United States come into Canada. Did this create any disadvantage to any section of the Roman people? Was it of any advantage to any of the Roman people? How would a present day government attempt to protect or help her own manufacturers?

Between Chapters XX and XXI. It is very difficult to really see where the defects of a social system lie. If you see them as clearly as outlined in Chapter XX, you are on the way to knowing what should be done as a remedy. Before reading Chapter XXI stop a moment. What would you think could be done to remedy the evils into which the Roman Empire had fallen? Now read to find out what reforms were undertaken and who was responsible for them.

Outline for Chapter XXI. The Reforms Attempted by the Gracchi.

Tiberius Gracchus.

I. Tried to rebuild the yeoman class.

1. Each holder of public lands was to surrender all in excess of 300 acres.

2. Reclaimed lands redistributed in lots of 18 acres to applicants: they were to have no right to sell. (Was this a wise proviso?)

II. Proposed extension of the Roman citizenship.

Caius Gracchus.

I. Instituted a plan of Roman colonization.

1. To relieve Rome of her unemployed.

2. To raise the status of the provinces (Roman colonists kept their citizenship.)

II. Proposed extension of citizenship to the allies.

This chapter is easy to outline and the pupils might be left to do it under the large headings suggested. Questions for discussion: How many of these reforms were new in character? How many were revivals?

A period of anarchy and strife brought two great military men into the foremost place in the Roman world,—Pompey the Great, and Julius Caesar.

Chapter XXII.—Reform having failed, revolt and anarchy broke out. The exploits of Pompey as a military leader are of chief significance in the study of this section.

1. The War in Spain.

2. The Slave Revolt. Reading—from Plutarch's Life of Crassus, page 278 of Everyman's: near the beginning of the account of Crassus, one paragraph here, probably that beginning "The insurrection of the gladiators and the devastation of Italy."

3. Pirates in the Mediterranean: Readings: 3 sections: page 405 (Life of Pompey) a description of the pirates themselves; page 408, the conduct of the war; page 410, the disposal of prisoners.

4. Asia Minor. (Plutarch is interesting, but at this point so full of a great multitude of detail, as to leave a confused impression.)

The story of Pompey might be rounded off, however, with a description of his vigour at 58—page 443, and of his defeat at the hands of Caesar and his flight to Egypt where he was murdered. Pages 449-451.

Chapters XXII and XXIII.—Caesar.

A. Caesar's reputation as a great military commander was earned in Gaul. Readings: Caesar's relationship with his soldiers, pages 541-2. (Life of Caesar.) Character of Caesar, page 542.

B. Caesar spent his winters in that part of Gaul that lay on the Italian side of the Alps: there he courted the favor of the Roman people. Readings: pages 545, 546.

C. Pompey's departure from and Caesar's arrival at Rome. A Scene of great confusion. Readings: Life of Pompey, page 441. Life of Caesar, page 555.

D. Caesar's overthrow of Pompey. Readings: pages 561-564.

Chapter XXIII.—The Important Measures of Caesar's Administration.

I. In the provinces.

1. Improved provincial government: governors were trained and surrounded by other officials who acted as checks and were directly dependent on the Emperor.

2. Spent sums of money improving provincial cities.

3. Admitted many provincial communities into Roman citizenship.

4. Admitted leading Gauls to the Senate.

II. The Senate was increased to 900 and made to represent the whole of the Empire.

III. Instituted Italian colonization of the provinces. (Carthage; Corinth.)

IV. Administration characterized by economy.

This outline is easily constructed after the main headings have been given. Some Questions for discussion: Was there any measure that went beyond the proposals of the Gracchi? Why does the text speak of the corn laws as having a vicious side? Has the government of Canada instituted any measures for assisting the poor that could be regarded as having a vicious side? Why?

Some Study of the Pictures throughout Chapters XX and XXI, and picture opposite page 200.

These readings from Plutarch's "Lives of Pompey and Caesar" will help to give meaning to the "Roman Holiday" and the "Chariot Race."

I. (Page 425, Everyman's Library Edition): "Life of Pompey."

"The splendour and magnificence of Pompey's triumph (after he returned from Asia Minor) was such that it took

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up the space of two days, yet they were extremely straitened in time, so that of what was prepared for that pagentry, there was as much withdrawn as would have set out and adorned another triumph. In the first place there were tables carried, inscribed with the names and titles of the nations over whom he triumphed, Pontus, Armenia, etc., Mesopotamia, together with Phoenicia and Palestine, Judea and Arabia, and all the power of the pirates subdued by sea and land . . . The prisoners of war that were led in triumph, besides the chief pirates, were the son of Tigranes, King of Armenia, with his wife and daughter, as also Lasime, wife of King Tigranes himself; and Aristobalus, King of Judea, the sister of King Mithridates, and her five sons, and some Scythian women. There were likewise the hostages of the Albanians and Iberians . . . besides a vast number of trophies, one for every battle in which he was conqueror. But that which seemed to be his greatest glory, being one which no other Roman ever attained to, was this, that he made his third triumph over the third division of the world. For others among the Romans had the honor of triumphing thrice, but his first triumph was over Africa, his second over Europe, and his last over Asia; so that he seemed in these triumphs to have led the whole world captive."

II. (Page 437 same edition, Plutarch's *Life of Pompey*): "About that time Pompey recovered of a dangerous fit of sickness which seized him at Naples, where the whole city, upon the suggestion of Praxagoras, made sacrifices of thanksgiving to the gods for his recovery. The neighboring towns likewise happening to follow their example, the thing then went its course throughout all Italy, so that there was not a city either great or small, that did not feast and rejoice for many days together. And the company that came from all parts to meet him was so numerous that no place was able to contain them, but the villages, seaport towns, and the very highways were all full of people, feasting and sacrificing to the gods. Nay, many went to meet him with garlands on their heads, and flambeaux in their hands, casting flowers and nosegays upon him as he went along, so that this progress of his, and reception, was one of the noblest and most glorious sights imaginable."

III. (Page 533, same edition, Plutarch's *"Life of Caesar."*) This section is of aid also in understanding how wealth sought to control the government. See Chap. XX).

"He was so profuse in his expenses that before he had any public employment, he was in debt thirteen hundred talents, and many thought that by incurring such expense to be popular he changed a solid good for what would prove but a short and uncertain return; but in truth he was purchasing what was of the greatest value at an inconsiderable rate. When he was made surveyor of the Apian Way, he disbursed, besides the public money, a great sum out of his private purse; and when he was aedile, he provided such a number of gladiators, that he entertained the people with three hundred and twenty single combats, and by his great liberality and magnificence in theatrical shows, in processions, and public feastings, he threw into the shade all the attempts that had been made before him, and gained so much upon the people, that every one was eager to find new offices and new honours for him in return for his munificence."

IV. (Page 569, same edition, Plutarch's *"Life of Caesar."*) This section is of aid also in understanding the means by which wealth sought to control the government. See Chap. XX).

"He then led three triumphs for Egypt, Pontus, and Africa, the last for the victory over, not Scipio, but King Juba, as it was professed, whose little son was then carried in the triumph, the happiest captive that ever was, who, of a barbarian Numidian, came by this means to obtain a place among the most learned historians of Greece. After the triumphs he distributed rewards to his soldiers, and treated the people with feasting and shows. He entertained the whole people together at one feast, where twenty-two thousand dining couches were laid out; and he made a display of gladiators, and of battles by sea."

V. The luxury of the country villas: of Demetrius' house. (Demetrius was a freed slave, a friend of Pompey.) "Before his return into Italy, he had purchased the pleasantest country-seat about Rome, with the finest walks and places for exercise, and there were sumptuous gardens."

VI. (Pages 236-7, *Life of Lucullus*. Of assistance also in understanding Roman luxury relating to the pictures of beautiful houses.) "And, indeed, Lucullus' life, like the old comedy, presents us at the commencement with acts of

policy and of war, at the end offering nothing but good eating and drinking, feastings and revellings, and mere play. For I give no higher name to his sumptuous buildings, porticos and baths, still less to his painting and sculptures, and all his industry about these curiosities, which he collected with vast expense, lavishly bestowing all the wealth and the treasure which he got in the war upon them, inso-much that even now, with all the advance of luxury, the Lucullan gardens are counted the noblest the Emperor has. Tuberus, the stoic, when he saw his buildings at Naples, where he suspended the hills upon vast tunnels, brought in the sea for moats and fish ponds round his house, and built pleasure houses in the waters, called him Xerxes in a gown. He had also fine seats in Tusculum, belvederes, and large open balconies for men's apartments and porticos to walk in . . . When a praetor with great expense and pains, was preparing a spectacle for the people, and asked him to lend him some purple robes for the performers in a chorus, he told him he would go home and see, and if he had got any, would let him have them; and the next day asking how many he wanted, and being told that a hundred would suffice, bade him to take twice as many . . . Lucullus' daily entertainments were ostentatiously extravagant, not only with purple coverlets, and plate adorned with precious stones, and dancings and interludes, but with the greatest diversity of dishes and the most elaborate cookery. (An interesting paragraph on Lucullus dining with Lucullus' followers, but it is too long for quotation.) His furnishing a library, however, deserves praise and record, for he collected very many choice manuscripts; and the use they were put to was even more magnificent than the purchase, the library being always open, and the walks and reading-rooms about it free to all Greeks, whose delight it was to leave their other occupations and hasten thither as to the habitation of the Muses, there walking about, and diverting one another. He himself often passed his hours there, disputing with the learned in the walks, and giving his advice to statesmen who required it, inso-much that his house was altogether a home."

Grade X—Richard II

The play as a tragedy: The play is a tragedy and not a history. Although pupils may be interested in knowing how close its story comes to the truth, the important point to notice is that Shakespeare was interested in the fact of the tragic fate of so many kings, not in the mere chronicle of their lives. Shakespeare did not write his "histories" in their historical order, which is an indication in itself that it was not the sequence of events which interested him so much as the character of the rulers. What was it in the character of kings that led to so much tragedy? As Richard II himself says:

"For God's sake let us sit upon the ground
And tell sad stories of the death of kings;
How some have been deposed; some slain in war;
Some haunted by the ghosts they have deposed;
Some poison'd by their wives; some sleeping kill'd;
All murder'd." (III, 2, 155-160).

This was their fate. Why should it have been so? In the case of Richard III, Shakespeare is concerned to show that his detested life is the reason for his deserved death, while in that of Richard II, we have a weak king. Dowden calls him a "weak king"; Hudson calls him a "pampered voluptuary." The king was amply warned that his course would lead to his ruin. The warning is put into the mouth of the Bishop of Carlisle, who twice seeks to strengthen the cowardly king. Carlisle says, "The means that Heaven yields must be embraced" (III, 2, 29) and again, "My lord, wise men ne'er sit and wait their woes," (III, 2, 178); but the warning goes unheeded. Old Gaunt from his death bed tries, too, to give "wholesome counsel to his unstaied youth," warns Richard of giving ear to flatterers and of the "shame" of "letting this land by lease," but Gaunt, too, is disregarded as a "lunatic lean-witted fool, presuming on an age's privilege." Not only that but on Gaunt's death, Richard seizes his "plate, coin, revenues and moveables," and incurs the further warning from York that "if you do wrongfully seize Hereford's right . . .

"You pluck a thousand dangers on your head,
You lose a thousand well disposed hearts,
And prick my tender patience to those thoughts
Which honour and allegiance cannot think.
. . . . But by bad courses may be understood
That their events can never fall out good."

But Richard relies for his safety, not on his own strength or wise course of conduct, but on the theory that he is the

Lord's deputy and can therefore come to no harm. He thinks his divine right cannot be assailed, and he foolishly depends on that, "The breath of worldly men cannot depose the deputy elected by the Lord," (III, 2, 56-7). He considers that he has been elected by God, and he believes that God has armies who will fight in his behalf, "Yet know, my master God omnipotent, is mastering in his clouds armies of pestilence," (III, 3, 85-7). He relies on his "royal blood," "his seat's right royal majesty," (II, 1, 118, 120), and his divine right. "Not all the water in the rough rude sea can wash the balm off from an anointed king," (III, 2, 54-5).

Shakespeare's study, then, of the character of kings has raised a further question,—that of the "divine right" of kings to rule, and his answer is very definite. He shows that the divine right to rule will prove no shield to the feeble king. He does not rule by divine right unless his actions are in accord with divine laws. That is the "secret" of the tragedy of Richard II. Shakespeare is equally clear that no wicked king ought to rule. (Richard III). All this was very well understood by the people who attended the plays, and Sir Philip Sidney says in his "Defense of Poesy" that such tragedies "make kings to fear to be tyrants," and "the deposition of Richard II might easily be considered a lesson for kings." It would be a very unpalatable lesson for Queen Elizabeth, and it is interesting to know that what is called the "deposition scene," namely IV, 1, 154-318, was omitted from the play as published in 1597, the reason assigned for the omission being that this scene might give offence to the court. There were good reasons for this fear. In this connection it is worth mentioning (see Arams "A Life of William Shakespeare," pages 316-320) that this play with the scene included was later acted with the set purpose of being a lesson to Queen Elizabeth. In the year 1601, conspirators under Essex believed that the acting of Richard II would assist their attempt to overthrow the government; and the play was in fact acted on the afternoon before the uprising (Feb. 7th, 1601). The uprising was a failure, and Essex as its leader lost his life. (Feb. 24th.)

(For the study that underlies this section we are indebted to Dr. S. W. Dyde.)

Character Study—King Richard.

1. Richard is weak and vacillating. He would like to fancy himself a "lion" ("lions must leopards tame") and a man of "unstooping firmness," but during the encounter between Bolingbroke and Mowbray, having commanded them to pick up their gages and been defied, he announces that he will be obeyed and commands the two lords to meet in combat to settle their differences, a command which he knows will be to their entire liking. Later, at the lists, just as Bolingbroke and Mowbray are about to engage, Richard suddenly changes his mind again, orders the encounter stopped and decrees Hereford banished for ten years and Mowbray for life. This vacillating conduct is an indication of weakness in the king. He bolsters himself, however, with the idea of his own firmness and to Mowbray's appeal against his life sentence replies,

"It boots thee not to be compassionate

After our sentence plaining comes too late,"

and then almost immediately afterwards shortens Bolingbroke's term of banishment to six years, and then speaks as though he were a man of unalterable will—

"Cousin farewell; and uncle, bid him so:

Six years we banish him, and he shall go."

Having spoken in this kingly fashion at the lists, he tells Aumerle in private that "'tis doubt when time shall call him home from banishment," and shows in the same speech that he is governed in this by suspicion and jealousy. (We suppose the greatest example of his weakness was the spiritless handing over of his crown to Bolingbroke.)

2. Another most unattractive quality in King Richard is his lack of feeling for others. He is particularly callous with his uncle, John of Gaunt, whom he wishes hastened to eternity, so that he may seize his revenue, and when John of Gaunt fails in his attempt to give the king counsel and succeeds only in annoying him, Richard remarks,

"And let them die that age and sullens have;

For both hast thou, and both become the grave."

And when Richard is told a few minutes later of Gaunt's death, he remarks, "His time is spent . . . so much for that."

3. One would not be so offended by this hardness of metal if it were equally displayed in his own misfortunes, but in the face of difficulty the king is filled with self-pity and lamentation. "And full of tears am I, drinking my

grief"; "Tell thou the lamentable tale of me." "Of comfort no man speak; let's talk of graves, of worms and epitaphs . . . let us sit upon the ground and tell sad stories of the death of kings . . . By heaven, I'll hate him everlastingly, that bids me be of comfort any more. So to Flint castle: there I'll pine away." He has no strength of his own to rely on, but when he does manage to recover his spirit it is because he has bolstered himself with the thought of being God's deputy, and that God's power is behind him. When this thought fails him he becomes actually servile: "What must the king do now? must he submit? the king shall do it: must he be deposed? The king shall be contented."

4. Richard cared not at all for the true welfare of the people he governed. His great concern was to find money. Ross and Willoughby, at the close of Scene I, Act 2, make this quite clear.

5. He has, it seems, dramatized himself as having this and that quality; he has acted his part as king, and it is with a piece of hysterical acting in the looking glass scene that he marks his deposition.

Bolingbroke:

1. King Richard says of Bolingbroke before we see him that he is "high-stomached" (we would say "high-spirited") "and full of ire, in rage as deaf as the sea, hasty as fire," and the spirited encounter between Bolingbroke and Mowbray which follows proves the king right.

2. Bolingbroke knows himself to be vigorous and strong, "lusty and young and cheerily drawing breath," and has confidence in his own strength of character, "strong as a tower in hope, I cry amen." He was a strong enough man to carve out his own fortune when the fates seemed against him. Question: Did Bolingbroke have any design on the crown on his first return to England? (York's speech (Act IV, 1, 107-110) suggests that the king had been interviewed and possibly urged to give up the crown. This may have been at Bolingbroke's instigation. Later, however, York's speech (IV, 1, 177-180) would indicate that no pressure had been brought to bear. The readiness with which Bolingbroke accepts York's proclamation that he is Henry IV of England certainly shows a mind tuned to the idea, although his own speeches would lead you to think that he wished only the restoration of his hereditary rights.)

3. Bolingbroke was an interesting companion, beguiling the tediousness of the way with interesting talk (II, Sc. 3).

Question: Is Northumberland flattering Bolingbroke when he assures him that his company has enlivened the way through the wilds of Gloucestershire with "fair discourse." (In answering this question it might be considered whether Bolingbroke has shown any power for "fair discourse" in the earlier parts of the play; whether Northumberland had any reason for flattering Bolingbroke; what opinion others held of his companionship (Ross and Willoughby, Act II, Sc. 3, ll. 63-4).

4. A firm friend,—a man who counted himself "in nothing else so happy as in a soul remembering my good friends."

5. There are elements of compassion and courtesy in Bolingbroke's character,—witness his treatment of Richard's Queen, and his attempt to save Richard further ignominy when Northumberland is insisting on the king's reading in public the list of his offences. "Urge it no more, my Lord Northumberland." Question: Was it craft that made Bolingbroke courteous to the common people? That was King Richard's opinion. (Act I, Sc. 4, l. 20).

6. Regarded from the standpoint of the temper of the times there is some generosity in Bolingbroke's pardon of Carlisle and Aumerle, when he and others plot treason against the newly crowned king, but even in the light of the standards of the period there seems considerable harshness in Bolingbroke's execution of Oxford, Salisbury, Blunt, Kent, and other conspirators. Question: Is this characteristic a necessary or usual accompaniment of the strength and determination that wins for itself the goal of its ambitions? He did not, however, wish to maintain his power by unscrupulous and underhand means and sincerely regretted the death of Richard.

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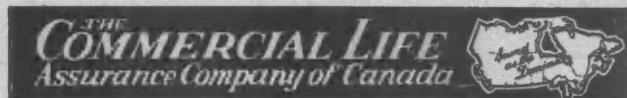
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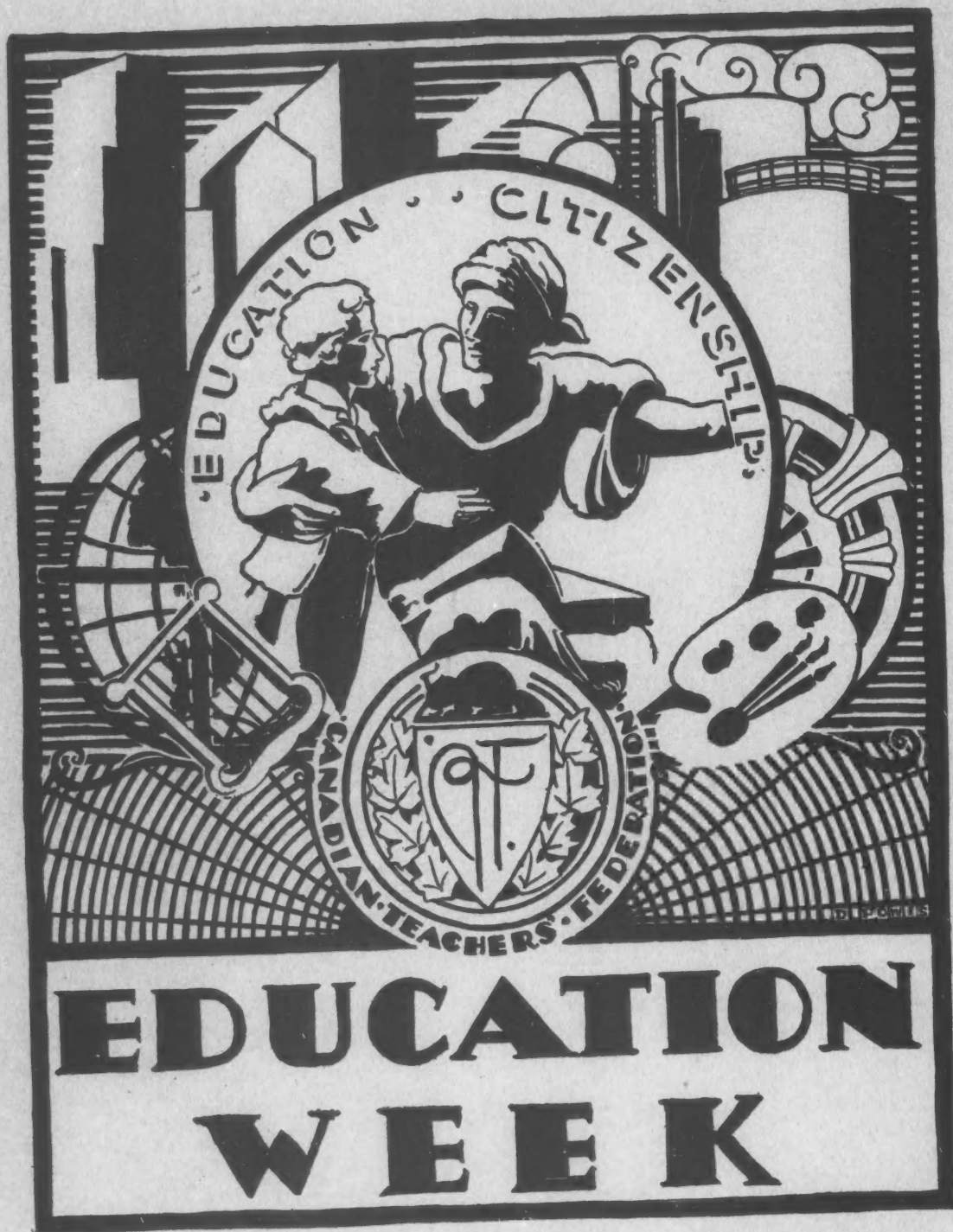
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